NEA Today
WASHINGTON, D.C. MAY/JUNE 1993

Mary Lou Henderson Speaks One Language. Her Students Speak Eight.

What would you do? See page 4

PRESIDENT'S VIEWPOINT

After Our Victory: What Now?

As the end of the school year approaches—a year that saw so many of you devote yourselves to the election of President Clinton—the time seems right to reflect on what we can reasonably expect from the new administration.

Prophecy is, of course, risky business. But given the open lines of communication we now have with the White House, we're in a good position to make a few predictions. I'll offer five.

Prediction # 1: It's already clear that the President and Secretary of Education Richard Riley agree—100 percent—with a position we've been hammering home since at least 1989. That position, in a nutshell, is this: If we expect America's *high schoolers* to succeed, we must initiate and sustain programs that address the needs of *preschoolers*.

How will this translate into programmatic action? One example: More than 2 million needy American youngsters are currently denied access to Head Start. Movement to end this tragedy will begin immediately, and full funding of Head Start should be a reality by 1997.

This has been among our top Association priorities for at least a decade. We've long held that all other education reform initiatives may count for little—perhaps for nothing—unless we devote more attention and funding to the goal of student readiness for learning.

Prediction # 2: At least for the next year, the bedrock of the Clinton agenda for *education* will be the *health care* plan that the team headed by Hillary Rodham Clinton is now hammering out.

NEA President
Keith Geiger

Increased funding for the Women, Infants, and Children program as well as new funds for prenatal care, health screening, and childhood immunizations—all of this is central to the Clinton plan to improve student achievement.

President Clinton agrees with us that we can't expect our students to succeed if they begin their formal schooling with their potential already diminished by untreated illnesses and other consequences of social neglect. For the Clinton Administration, *health care is an education issue.*

Prediction # 3: Despite the charges (especially from the right wing) that President Clinton is playing fast and loose with the English language, the President will continue to stress the distinction between investment and spending. Common sense supports the President's view.

An example: If I spend money on a gourmet meal, that's spending. The money returns nothing. There's no payback. If, on the other hand, I purchase seeds for my vegetable garden, the worth of the vegetables will exceed the amount spent on seeds. That's called investment.

President Clinton's approach to the federal budget is that of a gardener. He clearly sees money allocated to education as "seed money" for growth.

Prediction # 4: An integral part of this investment strategy will be a multifaceted program to expand access to higher education. We know that the Administration is now in the process of fine-tuning its national service plan and streamlining the federal student loan program. In addition, we have strong evidence that the budget President Clinton submits to Congress will include increased aid to traditionally Black institutions of higher education as well as a $2 billion stimulus to restore solvency to the Pell Grant program.

This package of strategies will make higher education more affordable, more accessible, and more equitable.

Prediction # 5: We won't again hear the federal drumbeat for the privatization of education. At the federal level, that nonsense is over.

Let's now turn to the question of what these predictions, if they hold up, will mean for us.

The answer, in brief, is that we will enjoy a friendlier environment—and a more demanding environment. We now have—for the first time in 12 years—allies in high places. We have friends in the White House and at the Department of Education.

But we must not let this fact make us complacent. For we are now perceived not as a source of the problems confronting education, but as a source of solutions. The pressure is on for us to deliver.

We must accept this challenge. We must remember that we are the reformers. We're the experts. We—the people in the schoolhouses, not the people in the White House—are responsible for the work of reinventing our schools and redesigning American education.

9 Moving On Up

Finally, a friend of education at the Department of Education. Meet former classroom teacher and NEA activist Sharon Robinson. She's President Clinton's choice to head the Office of Education Research and Improvement.

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Or time for a change? Some say letter grades and report cards are going the way of the dinosaur. Read about one Kansas elementary school where teachers, students, and parents evaluate academic and social progress together.

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Peter is a third grader with Down's syndrome who's been mainstreamed. NEA member Martha Ann Stallings is his teacher. And *Educating Peter* is the film that captured their story—and this year's Oscar for best short documentary film.

39 Debate: Limit The Student Press?

Yes, says a Florida teacher: reasonable limits protect readers and journalists alike. No, says a California teacher: we must teach students about freedom. Two high school journalism advisers square off.

Cover photo by Richard Nowitz

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NATIONAL NEWS

Now Comes the Hard Part

If Republican filibusters can derail an economic stimulus bill, think what they can do to the big education bills that will come before the 103rd Congress.

Strong education and youth programs will come before the 103rd Congress, but keeping them strong—and getting them passed—will take every bit of political savvy pro-education forces can muster over the next two years.

The opposition the President's economic stimulus package met in the Senate sends a warning: passing the big education bills won't be easy.

Unlike President Clinton's five-year budget plan—a nonbinding resolution that passed Congress almost unchanged but committed Congress to nothing—the stimulus bill was a more exacting appropriations bill.

Through appropriations bills, Congress spends real money, and members of Congress can be pretty tough about them. In the Senate, the Clinton Administration's stimulus bill ran into virtually party-line Republican opposition, which took the form of filibusters.

Bob Riha, Jr.

The students of Delores Lakey, an NEA member who works as a career adviser at Jordan High School in South Central Los Angeles, stand to benefit from the summer jobs that are a key element of President Clinton's economic stimulus proposal.

That can happen again. And it can happen to bills like the following—bills that will make a difference to every K-12 education employee and every student:

► The President's Goals 2000 bill, which will offer federal aid to states to help meet the six National Education Goals agreed to by the nation's governors three years ago.

► The Elementary-Secondary Education Act (ESEA)—known to school people by the names of its titles: Chapter 1, Chapter 2, gifted and talented, and bilingual education—which is up for five-year reauthorization. ESEA has been the major federal K-12 aid-to-education program since it was passed in 1965.

► The President's school-to-work transition program, which will give the United States for the first time a coordinated high school-community college program to prepare noncollege students for skilled technical jobs.

► Legislation that would fund special programs for rural and urban schools and pay for vaccinations of preschool children.

But if passage of these bills is no sure thing, it's very possible. Pro-youth forces have a number of things going for them in this Congress.

Such as the fact that, for the first time since 1981, the education family has a friend in the White House.

"President Clinton is committed to improving the quality of education and training of the nation's youth," says NEA Government Relations Director Debra DeLee.

"The Administration knows the NEA and consults with us on the things we're knowledgeable about: the content of programs for education and youth and the process of legislating in these areas," adds DeLee. "We look forward to being able to lobby Congress shoulder-to-shoulder with the President on education programs."

NEA Congress watchers also point out that six Democratic members of the House Committee on Education and Labor, including the chair, Dale Kildee (MI), are either former educators or have some other close contact with public education. Ranking Republican William Goodling (PA) is a former school principal.

For education employees, the reauthorization of ESEA, a program that currently sends $9.4 billion to the public schools every year, will be the most significant action on an education bill.

This year, for the first time, NEA is proposing that ESEA authorize $100 billion in new money—about $2,500 per pupil—for general aid to education.

Up to now, ESEA has been a categorical aid program. Its funds have been earmarked for particular purposes.

"School districts are running out of money or shutting down early, and some 45 percent of schools are so old they can't be wired for modern telecommunications," says NEA lobbyist Dale Lestina. "What school districts need is good solid federal investment, money that's not earmarked, that they can use for any purpose, including telecommunications or teacher salaries."

The NEA general aid proposal also stipulates that state and local education Associations be represented in the groups that plan how this money will be spent.

For ESEA's categorical programs, the Association is asking that teachers have a voice in how all the categorical programs are delivered, and that the authorizations have ceilings high enough to cover all eligible students.

The education family has one more advantage: the 2 million NEA members who can phone members of Congress and write them postcards in support of programs they want. There'll need to be lots of such communications over the next two years.

—Nancy R. Needham

HEROES & ZEROES

Hi ho, Silver! Florida State Senator Ron Silver is this month's sterling crime fighter for introducing legislation that would guarantee children "rights and services at least equal" to those received by Florida's 48,000 convicts.

"Walk into a prison and you'll see counseling services, health care facilities, and job training programs—all paid by the taxpayer," Silver told the press. "Walk into a school and you'll see overstuffed classrooms, undernourished children, and empty offices that used to house guidance counselors."

No lone ranger, Silver was flanked at his news conference by leaders of the state's two teacher unions.

Strong corrective glasses to Michigan State Senator John Pridnia. When school officials in his district closed Kalkaska's schools 45 days early for lack of funds, he had this to say: "I have never seen such a bunch of crybabies in my life." When school officials decried the state's inadequate funding system, Pridnia said they should settle the matter without state "interference."

Going from the statehouse to the schoolhouse for this sweet story: Missouri-NEA member Debbie Sisco's class of behavior disordered students held a bake sale, then sent President Clinton $134.25 to be used to reduce the nation's debt. Providing just desserts, Clinton sent a same-day fax to Coleman Elementary School commending the students on their "contribution to the betterment of America."

Dead corsages to the Cuba City, Wisconsin, high school students who voted recently to bar teens without dates from attending the prom. Singles can get in only if they work the event. Now that's tolerance for ya.

Live rosebuds to Recruiting New Teachers and its president, David Haselkorn, for five years of public service advertisements that spur budding teachers to call for details on how to enter the field. So far, 750,000 calls have been logged—one quarter of them from minorities. This belies the myth, Haselkorn says, "that we can't find enough teachers of color."

Reach for the Power TEACH

COVER STORY

BAILEY'S WORLD

At Bailey's Elementary School in Fairfax County, Virginia, Mary Lou Henderson (on the cover) may not speak the languages of all her students, but she works hard to understand and value her students' backgrounds and cultures. Does this approach work? Read the first hand accounts of the parents, teachers, and community activists on these pages, and judge for yourself.

Parent Richard Kurin is director of the Office of Folklife Programs at the Smithsonian Institution in Washington, D.C. Kurin is currently working on* Education at the Crossroads, *a book about the history of Bailey's Elementary School.

Kurin: This year, Bailey's became a magnet school for the arts and sciences, a change the parents and school staff fought for in order to bring more English-proficient students into the school. But the story doesn't lie in the magnet school itself: it's how we got there. The staff and parents held long meetings to strategize. We used interpreters for parents who didn't speak English.

During the school board meetings, the testimonies of these parents brought some of the school board members to tears. What these parents wanted for their children was what all parents want for their children—equity in education. Because this school had empowered these parents by involving them, many of the parents spoke in public for the first time.

A Cambodian woman told the board about her hopes for her children—but before she began, she asked the board members not to harm her in any way. You see, in her country, to speak publicly and challenge officials was to risk imprisonment—or worse. When a Salvadoran parent felt the translator hadn't conveyed the real meaning of her words, she stopped and repeated them.

We had Vietnamese parents huddled around a Vietnamese interpreter, Cambodian parents around a Cambodian interpreter, and Spanish-speaking parents gathered around their interpreter. We may have taken 20 minutes longer to make a point, but that point was no less important because it had to be translated. What we've learned and honored at this school is that culture isn't a costume to be taken on and off and diversity isn't something we marginalize or remediate. This school doesn't pay lip service to parents and children. It empowers us to speak, to get involved, to learn.

Susan Grandgeorge (below) is PTA president, and Maria Demarest is community liaison to Bailey's Spanish-speaking parents.

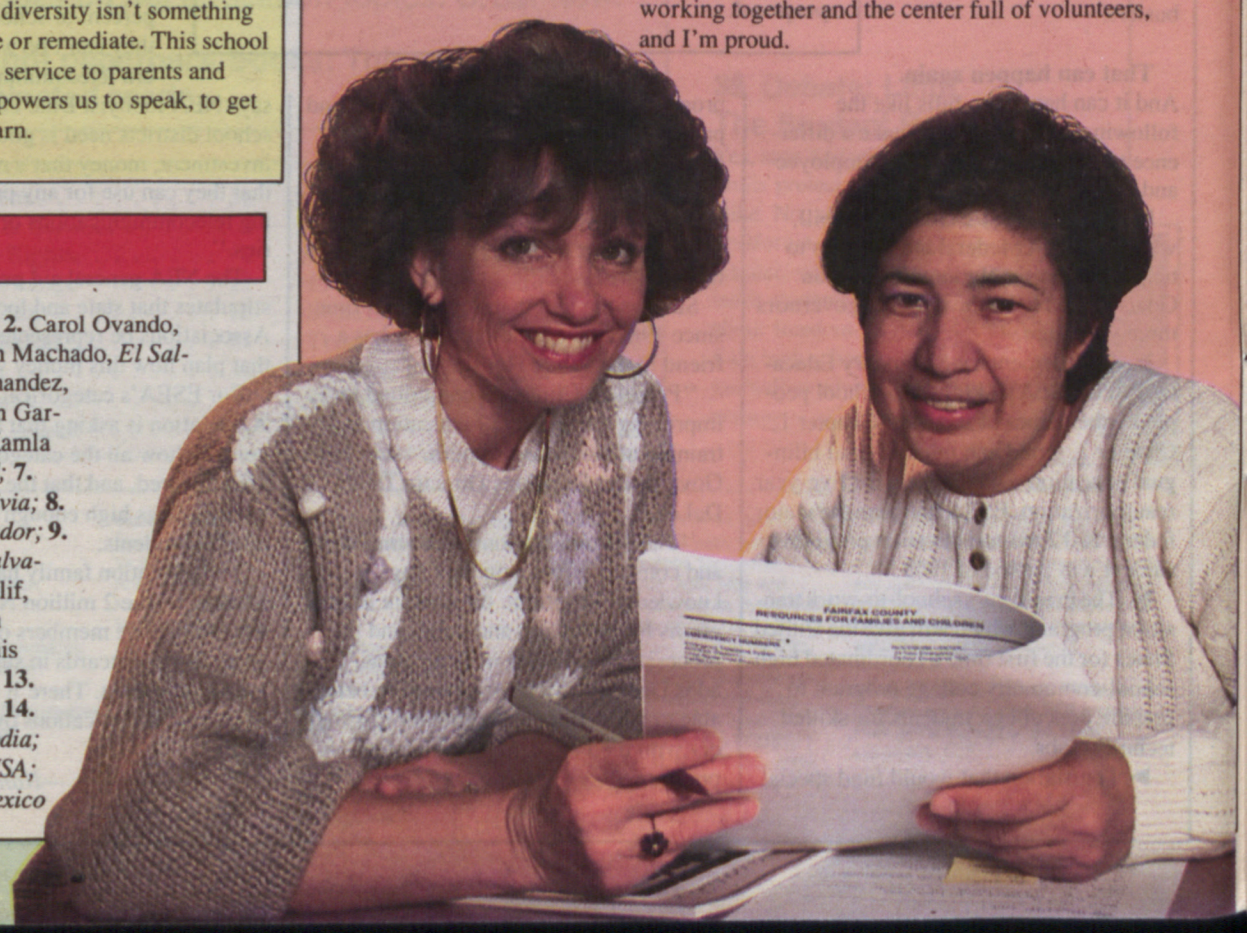
Grandgeorge: When my daughter was ready for kindergarten, my neighbors warned me not to send her to Bailey's. There were few white children, test scores were low, few of the children spoke English. "How can she learn?" they asked.

My child is now in the third grade. The other day, we watched a film set in the South during the Civil Rights era. My child was horrified by the racism and by the thought that anyone would treat another person differently because of the color of their skin. That's one important lesson she's learned at Bailey's.

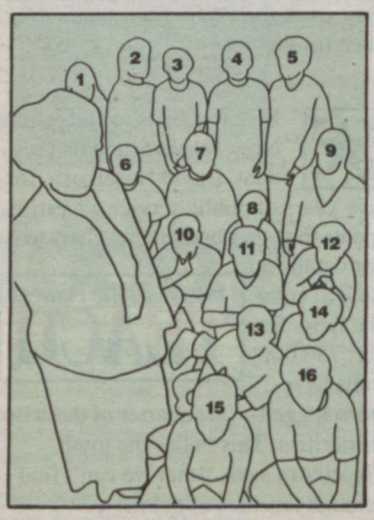
Demarest: Five years ago, the Spanish-speaking parents were too intimidated to participate in school activities. They wanted to help but didn't know how.

Then, Bailey's opened its Community Resource center and I was hired as a community organizer, translator, and counselor for the parents. I also help the staff understand cultural differences that sometimes lead to misunderstandings.

Today, you can see 300 parents at a PTA meeting. You see parents and teachers working together and the center full of volunteers, and I'm proud.



ON THE COVER



1. Linh Au, *Vietnam;* **2.** Carol Ovando, *Guatemala;* **3.** Jakelin Machado, *El Salvador;* **4.** Herber Hernandez, *El Salvador;* **5.** Edwin Garcia, *El Salvador;* **6.** Kamla Ramcharon, *Trinidad;* **7.** Roberto Linares, *Bolivia;* **8.** Rudy DePaz, *El Salvador;* **9.** Sandra Ventura, *El Salvador;* **10.** Nadeem Khalif, *Pakistan;* **11.** Hossein Kamyab, *Iran;* **12.** Luis Valencia, *Guatemala;* **13.** Todd Diamond, *USA;* **14.** Chanda Huor, *Cambodia;* **15.** Ramsay Lanier, *USA;* **16.** Nolizer Lopez, *Mexico*

COVER STORY

Lea: I've seen the school's population change, and I've learned that teaching and learning don't have linguistic boundaries: They're expanded—not bound—by culture.

Yes, we've adjusted. Our children work in smaller groups. The groups are heterogenous, so they can help one another. Teachers, in turn, work hard to learn the cultural differences of our students.

We know we can't pat certain children on the head. We know we can't make fun of certain animals because they are sacred in certain religions. We know we can't scold an African child for coming in late, because that child's traditional role requires her to spend time with her younger siblings in the mornings.

But look at what I've seen.

I've had a child who doesn't speak a word of English stand up before the class and tell them about a project. As she spoke, another child translated, and all of us listened and learned. I've watched that same child pick up words quickly as she worked with her peers. She feels a part of this class that helps her learn.

I've had parents come into my class and talk about their culture and I've seen them become an active part of this school.

At Bailey's our students learn to respect and value their diversity. What better lesson can I teach than that one?

Louise Lea has taught second grade at Bailey's Elementary School for 17 years.

Peggie Dandeneau has been an instructional assistant working with Bailey's kindergartners for nine years.

Dandeneau: Earlier this year, a student arrived at school with what looked like red burn marks all over his neck. It was alarming, and I asked the school nurse what to do. She asked if the child was Cambodian. When I said yes, the nurse described a healing ritual called "coining," in which a coin is rubbed along an afflicted area until it generates heat.

With this information, I was able to explain to the child's classmates what the ritual was, and that this wasn't something to be afraid of. The child wasn't ridiculed or stigmatized. Once I explained, the children stopped worrying. When we broaden our own knowledge, we teach the children to broaden theirs. In doing so, we break the links that lead from ignorance to intolerance.

WHAT MAKES IT WORK

There aren't any magical formulas that work all the time, in all communities. But some of the methods that Bailey's Elementary School has adopted are proven successes. Would they work in your situation?

► *Reach out and touch.* The school has two community liaisons, one Spanish-speaking, the other Cambodian. They're based at the school's community center, which is open to parents every day from 9 a.m. to 1 p.m. Parents can stop by for counseling, for parental involvement activities, or simply to talk about their children.

► *Be flexible.* The PTA newsletter is produced in five languages: Spanish, Cambodian, Vietnamese, English, and Urdu.

► *Make a place for native language.* "If parents are struggling with English, we encourage them to work with their children in their native language," says Kent Buckley-Ess, a fourth grade English as a Second Language teacher. "Isn't it better to have the parent describe butterflies in Tagalog than try to get by with the few words they know in English? We concentrate on teaching parents to help their children learn."

► *Tap parents and teaching colleagues for cultural tips.* Sessions on cultural traditions and about students' home countries help build awareness and sensitivity.

► *Integrate culture into the curriculum.* Bailey's emphasizes a hands-on approach to learning, integrating cultural materials and viewpoints into curriculum and programs. "We also use portfolio assessments to supplement tests that are linguistically based," says Buckley-Ess. "That way we can show that a child is truly growing."

► *Hire trained staff.* Bailey's has ESL teachers for every grade level as well as step-up learning classes in math and language arts.

► *Distinguish between English proficiency and ability to learn.* When Bailey's selects students for events like the area science fairs, the staff chooses children who'd benefit the most from the experience, not those most proficient in English.

Tran Perry is a first grade teacher. She was hired seven years ago to work with the rising number of Southeast Asian students coming into the school.

Perry: What's impressive about this school is the diversity not only of its children, but of its staff as well. A child can look around this school and see a Vietnamese teacher, or hear many of the teachers and aides speaking Spanish. These children see us as teachers and community leaders, and they're encouraged by what they see.

More than that, they see that we don't devalue their language or culture. We rely on the children and parents as integral parts in the education of this entire school—including the teachers. What child wouldn't look around our room, our campus, and say, this is how the world should be?

COMING TO A COMMUNITY NEAR YOU

If your community isn't culturally diverse, it will be. In midwest cities like Garden City, Kansas and Storm Lake, Iowa, immigrants are now working in the area's new meat packing plants. And in Murfreesboro, Tennessee, an ESL program has become a model for the rest of the country.

"Multiculturalism isn't coming, it's here," says Bailey's parent Richard Kurin. "It's what we do with it that counts."

Interviews by *NEA Today* staff writer Anita Merina
Photographs by Richard Nowitz

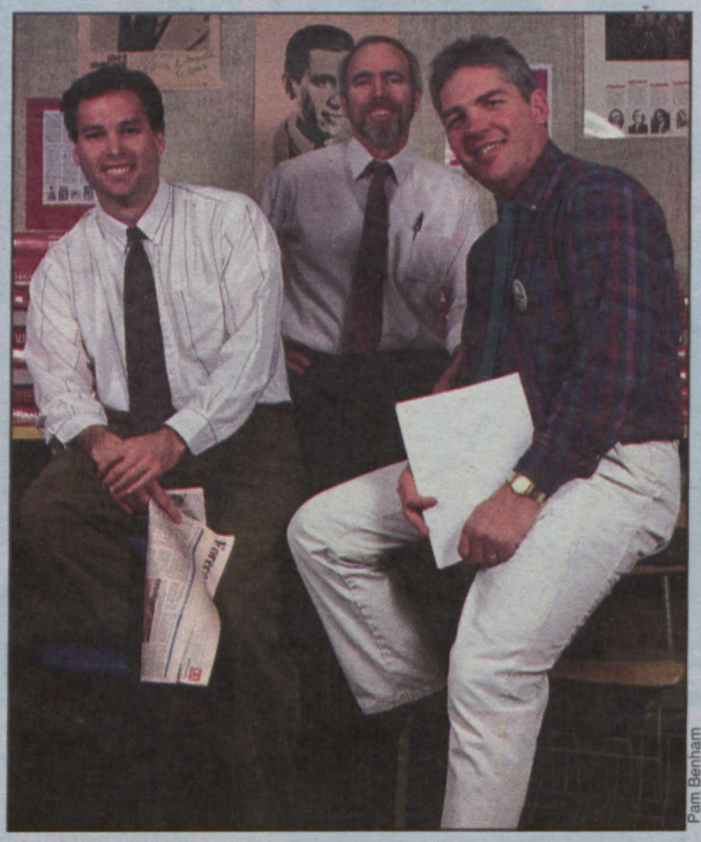
HUMAN RIGHTS

'Free Us All'

It seemed like the right thing to do.

Meridian, Idaho, high school teachers Pat Maloney, Randy Fout, and Greg Harm were covering the issue of homosexuality in their social studies classes. Their students, wanting to hear all sides of the issue, asked the teachers to invite three lesbian parents to speak to them.

The teachers followed school procedures for inviting guest speakers. Anyone uncomfortable with the topic would be excused from class. Out of a total of 90 students, three left during the lively classroom discussion (which was videotaped for other classes).



Pam Benham

When Greg Harm (left), Randy Fout, and Pat Maloney were suddenly suspended for inviting lesbian parents as guest speakers, their Association rallied behind them.

The class also had invited a conservative minister to speak to the students the following week. "Teachers need to be able to present a lot of viewpoints in a school setting," explains Fout. "Students have the right to be educated and to learn to make their own decisions." And Pat Moloney adds, "I've always done things to empower students, like getting them to think critically."

Within hours of the speakers' visit, the three teachers were suspended.

The three turned immediately to the Meridian Education Association (MEA). A few hours later, the local and the Idaho Education Association (IEA) attacked the suspension as both a violation of the teachers' academic freedom and a due process failure. MEA and IEA criticized the district for not getting the facts before taking action.

Middle school teacher and MEA President Cindy Betz explains, "We believe this is an academic freedom and due process issue. But we learned that many members and community people really don't understand the concept of academic freedom."

A few days later, after the teachers explained their side, the board unanimously voted to reinstate the teachers if they'd issue a formal apology to district parents and students and accept written reprimands. They refused.

MEA's 629 members took strong, swift action. They unanimously voted to support the teachers and declared no confidence in the school board.

MEA members contributed more than $1,200 to a crisis fund. For a few days they wore black armbands symbolizing "the death of academic freedom."

MEA sponsored a rally attended by over 1,000 people, including staff from five other school districts and IEA leaders. They wore pins saying, "Free the Meridian Three." An attached ribbon below added, "Free us all."

A few days later, MEA members distributed more than 7,000 flyers throughout the community. "I was so impressed with the union's support," says Fout. "Everyone did a super job."

Community residents created a separate organization, Voices for Education, which placed full-page ads in local and state newspapers and mounted a recall campaign against a highly conservative school board member.

Nearly two weeks after the suspensions, the school board rescinded all actions taken against the teachers and dropped its demand for reprimands. Instead, the board, administrators, and Association issued a joint statement saying that the teachers "were outstanding instructors who were victimized by the lack of a clear policy."

While the Meridian Three are teaching again, negative legacies—teacher self-censorship and a divided community—remain. Betz reports at least 10 recent incidents of censorship beyond the usual controversial area of sex education.

"We even had some teachers who were afraid to discuss Martin Luther King Day," Betz explains. "MEA surveyed 22 schools, and teachers kept repeating that the only safe thing to do is just teach from the textbook. After this episode, we all want stronger academic freedom language in our contract."

And they'll need that language, as more controversy is sure to follow in Meridian and throughout Idaho. A statewide group, the Idaho Citizens Alliance (ICA), is trying to put an anti-homosexuality initiative on the ballot in 1994, citing the Meridian incident as proof that "homosexuals are recruiting in the schools."

The battle continues.

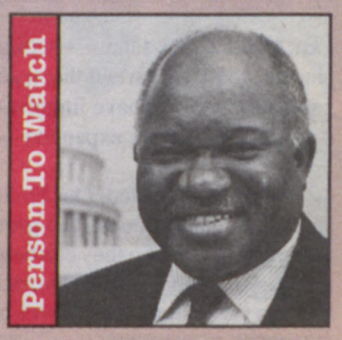
—Melissa Etlin
NEA Human and Civil Rights

NEA Network Counters Censorship

NEA has created a member-to-member anti-censorship network to help stamp out censorship. This network is composed of members who have experienced an attack and are willing to share their expertise. To use the network, contact NEA staffer Paul Putnam at 202/822-7721.

WASHINGTON WATCH

Person To Watch



Rep. Major Owens (D-NY) is a former librarian who chairs the House Select Education Subcommittee. His panel will oversee reauthorization of the federal government's education research and school improvement programs.

Best Win For Education Employees

Public education came out a winner when, for the first time in 12 years, a President submitted a federal education budget to Congress without designating a single penny for vouchers or tuition tax credits for private and religious schools. The battle to maintain public funds for public schools may well be over at the federal level; let's savor the victory a little while longer.

One To Watch

Look for legislation to aid rural schools. The recently introduced Rural Schools of America Act, sponsored by Rep. Pat Williams (D-MT) and backed by NEA, would help rural school districts meet their unique challenges and the six national education goals, which are to be met by the year 2000.

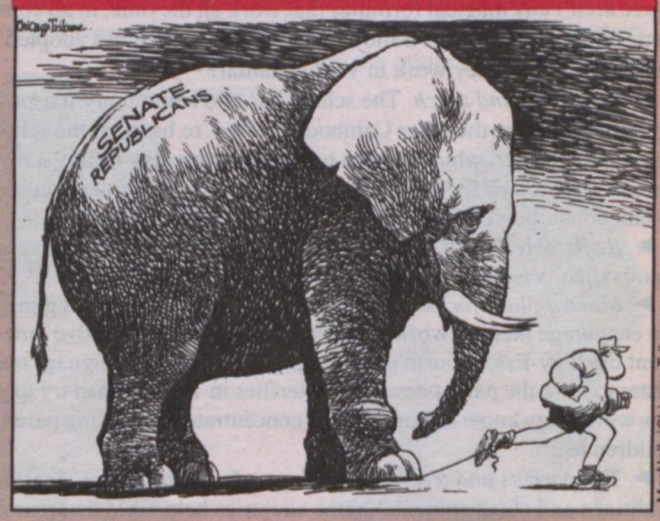
And What You Can Do

Help make education funding a priority of your congressional representative and senators.

Over the summer, members of Congress will be crafting appropriations bills to fund federal programs for the fiscal year that begins October 1. They have some tough choices to make.

They need to hear from you. Write today. Address mail to U.S. House of Representatives, Washington, DC 20515 or to U.S. Senate, Washington, DC 20510.

Political Cartoon of the Month



MacNelly/Chicago Tribune

Congressional Quote of the Month

"If we're serious about our children and our well-intentioned national education goals, it's time to put our resources where our rhetoric has been."

—Sen. Edward Kennedy (D-MA)

Local Look

CONNECTICUT

Seniors on Our Side

When the Ellington Education Association got serious about senior support last fall, members noted that many election workers are senior citizens. EEA members showed up at 7 a.m. with coffee for the poll workers, and again at 4 with cider and cookies.

"That was a small thing," says EEA public relations chair Sue Stack, "but it was noticed and appreciated."

Then, for the winter holidays, fifth graders, teachers, and seniors put on a concert called A Bridge to Three Generations. A teacher videotaped the performance, which was broadcast on public access TV throughout the holiday season.

In January, a referendum on a new school addition passed after local seniors spoke up for it in a public meeting. "We can't say we caused it," Stack acknowledges, "but there's definitely a warmer atmosphere."

EEA plans to keep building better relationships. For the local's Valentine Have-a-Heart drive, each school assembled food, clothing, books, and supermarket gift certificates for a needy senior as well as two needy families.

ARIZONA

Pay Equity Win

The Tucson Education Association recently negotiated a pay equity increase for the Association's white collar/food service members. More than 1,200 employees in these categories will find their salaries upgraded by the agreement; 90 percent of them are women.

"The victory is the result of two years of intense campaigning by all TEA members," says TEA President Marilyn Freed. Much of the campaign was directed at persuading the Tucson school district to release results of its own 1987 study that showed women were paid less than men for comparable work.

CALIFORNIA

Confronting Crisis After Crisis

Faced with the agonizing choice of accepting a pay cut or striking in unpromising circumstances, a majority (almost 70 percent) of members of United Teachers of Los Angeles recently voted to accept the pay cut.

The no-win situation had dragged on for months. At first, the district said that a 12 percent cut in employee pay and benefits was necessary to make up more than half the $400 million cut in state aid. Teachers and support workers objected loudly, pointing out that administrators' pay and benefits would be little affected.

In the end, thanks to California Assembly Speaker Willie Brown, who acted as a mediator, UTLA members made some small gains. The proposed cut was reduced by two percent, and teachers were promised a retirement bonus.

UTLA members also gained more control over their professional lives and classroom work, and will manage their own health benefits package.

Before calm returned, however, another crisis hit. In the California legislature, a senator proposed a bill that would break the LA Unified School District into multiple districts. UTLA is launching an all-out lobbying effort against the proposal.

IN LOUISIANA

Jeff Simon

The new St. Bernard Parish ESP local organizing committee members are, from left to right: Eddie Middleton, Bonnie Rosselli, Rita Williams (UniServ), Billy Cure, Hillary Miller, Selena Hickerson, (SBAE President), Walter Melerine, and Sheila Robin.

St. Bernard Local Takes a Stand To Bargain

Talk about toughing it out. ESP members in St. Bernard Parish, near New Orleans, won collective bargaining rights—after nearly 2-1/2 years of trying. In March, the St. Bernard Association of Educators ESP became the support staff's exclusive bargaining agent.

Why so long? Louisiana doesn't ban bargaining, but because there's no bargaining law, it's a long haul to get local bargaining rights.

Currently, the Louisiana Association of Educators (LAE) bargains in St. John Parish, Vermilion Parish, St. Helena Parish, and St. Bernard Parish—where teachers have been bargaining since 1988.

Getting a separate contract for St. Bernard ESP is a great victory, says Eddie Middleton, a maintenance worker and chair of the organizing committee. "A contract will help us to make the gains we need," says Middleton. "Now we'll be heard."

A key ally in the struggle for ESP recognition was St. Bernard school board member Joel Long. Long's used to seeing workers' point of view: he's also vice president of the United Steel Workers of America local at the nearby Murphy Oil Refinery and a delegate to the Greater New Orleans AFL-CIO.

Long recognizes the extra effort school support staff made by collecting signatures for 2-1/2 years. What's more, Long supported recognition because he's found bargaining with LAE for the teachers contract a positive experience.

"To me, LAE's the best group to represent support people here because of what they've done on behalf of teachers."

OHIO

Bearers of Books

To the children of Hope House, a transitional shelter for homeless women and children in Findlay, Ohio, Christmas has already come this year, thanks to the Findlay Education Association.

To observe national Right to Read Week, FEA collected $1 from each member—nearly $300—to buy books for children living in the homeless shelter.

"The shelter already had a large collection of adult books, but few for children," recalls FEA President Don Law. "That's where we stepped in."

FEA members worked with Hope House to select books mothers could read to children, as well as books the children could enjoy on their own. When children leave Hope House, they may take the books with them.

MINNESOTA

School Community Blazes Trail

In a few months, 200 Ponemah Elementary School students on the Red Lake Reservation will have a place to learn outdoors—a place built by students, community members, and members of the Red Lake Education Association.

The idea for the environmental education trail came from kindergarten teacher Catie Belleveau. The $2,500 grant to make it reality came from a Minnesota Education Association foundation created and funded by members to support innovative ideas.

Plants along the 1/3-mile trail will be identified in English and Ojibwe. In addition to clearing the land and planting, students will build birdhouses and a weather station on the site two miles from their school.

Belleveau says she hopes the trail will teach students to value the outdoors, spur interest in science and forestry careers, renew pride in the children's native language, and bring the community closer together.

MEA's Foundation for Excellence in Teaching and Learning gave out $62,000 this spring to fund this project and 27 others around the state.

State Side

RHODE ISLAND

Helping Members Help Kids

When a Rhode Island educator sees a child in need, help's at hand—from NEA Rhode Island. This year, through concerned members, the NEARI Children's Fund has given out $20,000 worth of goods and services to children across the state.

The Children's Fund gets much of its support from an annual spring Celebration, which draws student performers—this year, some 250 of them—from across the state. More than 1,000 audience members applaud young singers, actors, and musicians, in performances that are also filmed for television.

NEARI established the Children's Fund in 1985 to provide a financial resource educators can draw on when they become aware that a student needs basic necessities like warm clothing, food and shelter, or medical attention.

NORTH DAKOTA

State Approves Standards Board

In what NDEA leaders call "one of the Association's most historic legislative victories," North Dakota teachers will soon have the power to regulate their own profession.

The state legislature recently approved a bill—backed by the North Dakota Education Association—to establish an autonomous professional standards board with a teacher majority.

The new board will supervise teacher certification, set standards for and approve teacher preparation programs, issue and set fees for teaching certificates, and rule on teacher and administrator discipline matters.

OVERSEAS

It Keeps Growing... And Growing...

The Overseas Education Association is gaining in numbers, thanks to the number of educators at Section 6 schools voting for OEA/NEA representation.

Section 6 schools are Department of Defense schools located on stateside military bases such as Fort Stewart, Georgia, and Fort McClellan, Alabama.

More than 1,200 Section 6 educators have joined OEA/NEA this year, bringing the total number of locals to 11.

That total doesn't include the Fort Campbell Education Association OEA/NEA or the Benning Education Association at Fort Benning, Georgia—which, at presstime, were leading in representation votes.

OEA has also petitioned the FLRA (Federal Labor Relations Authority) to consolidate all professional employees of OEA-represented Section 6 schools. If the petition is granted, the employees would win national-level bargaining rights.

CABLE IN THE CLASSROOM

Free Programs Attract 60,000 Schools

No matter what the age level or subject, teachers are finding scores of uses for Cable in the Classroom commercial-free programming— more than 500 hours are fed into some 60,000 schools each week.

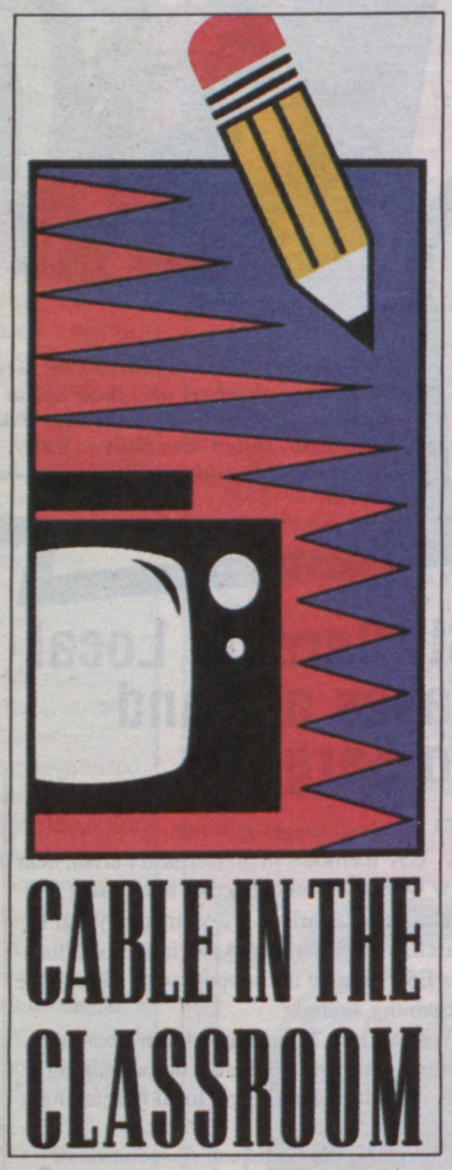
Cable in the Classroom offers programs from all the major cable channels—Discovery, CNN, Arts & Entertainment, and Showtime, to name but a few.

In contrast to Cable in the Classroom's increasing reach into America's schools, interest in Whittle Communications' Channel One is waning. Reaching roughly 8,500 schools, Channel One is a news show with commercials. Schools promise to air the program in exchange for equipment.

1993 Totals by State

	Total Schools	Schools with Cable in the Classroom	Students Reached by Cable
Alabama	1,525	901	533,687
Alaska	507	162	64,014
Arizona	1,200	624	449,319
Arkansas	1,211	671	298,200
California	9,459	4,971	3,634,970
Colorado	1,580	1,148	570,623
Connecticut	1,226	1,009	472,014
Delaware	221	143	92,008
District of Columbia	230	124	59,617
Florida	3,148	1,804	1,556,483
Georgia	2,183	1,349	943,800
Hawaii	342	279	196,248
Idaho	609	358	173,915
Illinois	4,980	3,171	1,608,617
Indiana	2,357	1,256	689,809
Iowa	1,715	1,156	423,315
Kansas	1,633	1,082	376,056
Kentucky	1,530	997	514,757
Louisiana	1,769	1,000	595,532
Maine	806	268	101,176
Maryland	1,587	933	582,004
Massachusetts	2,165	1,722	800,581
Michigan	4,026	2,900	1,446,071
Minnesota	1,970	1,203	622,550
Mississippi	1,008	581	328,378
Missouri	2,504	1,612	722,653
Montana	792	372	122,150
Nebraska	1,592	812	256,255
Nevada	392	260	192,532
New Hampshire	540	237	104,833
New Jersey	2,904	2,203	1,075,084
New Mexico	756	440	219,800
New York	5,450	3,241	1,852,603
North Carolina	2,186	1,402	839,866
North Dakota	512	269	81,173
Ohio	4,525	3,399	1,680,515
Oklahoma	1,886	1,141	448,328
Oregon	1,423	960	437,960
Pennsylvania	4,589	2,496	1,331,694
Rhode Island	388	298	133,903
South Carolina	1,254	607	374,605
South Dakota	786	328	71,843
Tennessee	1,769	1,090	633,215
Texas	6,609	3,121	2,035,470
Utah	688	430	291,648
Vermont	422	124	38,510
Virginia	2,102	1,317	832,336
Washington	2,100	1,494	772,308
West Virginia	1,044	657	243,998
Wisconsin	2,855	1,856	761,736
Wyoming	381	235	87,415
US Total	99,436	60,213	32,776,447

Source: Cable in Classroom Members/Quality Education Data/Nielsen Media Research



WASHINGTON

WEA Endorses Health Care Bill

With the Washington state legislature still in session at press time, many matters remain unsettled. One exception is health care: a state House reform package seems likely to become law.

The Washington Education Association Board Executive Committee has endorsed the proposal, which would control costs and ensure access to health care for the state's 680,000 uninsured residents.

Among the bill's provisions: universal access to health care by July 1, 1997, a comprehensive uniform benefit package by July 1, 1995, a strict maximum premium that providers could charge for the uniform benefit package, no copayments on preventive care, and no exclusion of preexisting conditions.

"Our goal is to make sure WEA members have the best possible health care coverage at the best possible cost, while at the same time doing our fair share to help ensure universal access to quality care for thousands of uninsured Washington citizens," says WEA President Carla Nuxoll.

ALABAMA

AEA Heralds Outstanding Parents

A volunteer who kept a rural school library open this year and a young father who campaigned for tax support for schools are co-winners of the Alabama Education Association's 1993 Parent of the Year Award.

Julia Holk Phillips, a homemaker from Escambia County, volunteered her time so that students at the rural Huxford Elementary School could have a library this year.

Escambia County is among those areas hard hit by the oil industry slowdown, and declining enrollments have meant fewer staff members.

AEA's other parent award winner is Michael Steven White, a procurement engineer for the Tennessee Valley Authority, who was the driving force for a successful tax effort in Limestone County.

WISCONSIN

No to Privatization

Public education was the winner in a hotly contested race for state superintendent that drew national attention.

John Benson, a former teacher and current superintendent, won the support of the Wisconsin Education Association Council (WEAC)—and the race.

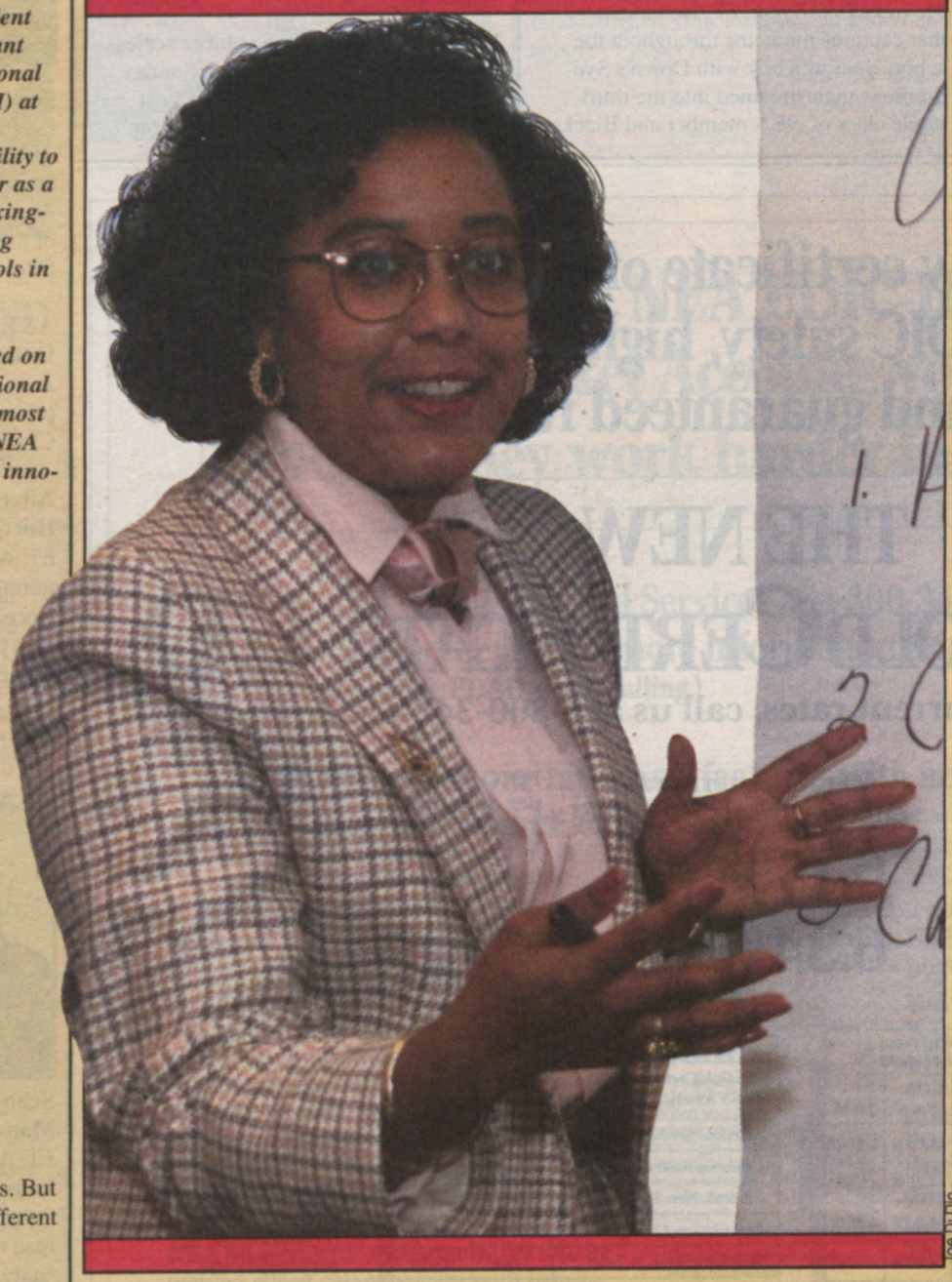
His platform: build consensus among all education's stakeholders and boost support for public schools.

His opponent, Linda Cross, pushed private school vouchers as the centerpiece of her anti-public education, anti-union campaign.

"Voters sent a message," says WEAC President Richard Collins. "They don't want their tax money used to help wealthy parents send their children to private schools."

Meet:

Sharon Robinson



Joe Di Dio

A Key NEA Player Joins the Clinton Team

Meet the newest friend of education at the Department of Education. Former classroom teacher and veteran NEA activist Sharon Robinson is President Clinton's choice as the new assistant secretary for the Office of Educational Research and Improvement (OERI) at the Department of Education.

Robinson brings a raft of credibility to her new task. She began her career as a high school English teacher in Lexington, Kentucky, then taught learning disabled students in overseas schools in Germany.

In her 14 years on staff at NEA headquarters, Robinson has worked on civil rights issues, lead the Professional Standards and Practice unit, and, most recently, served as director of the NEA Center for Innovation, which links innovative school projects nationwide.

Robinson is known in education circles for her intellect, her skills as an advocate, her candor, and her warmth.

NEA Today *staff writer Stefanie Weiss caught Robinson in transition, packing boxes in her office at NEA headquarters in Washington, D.C..*

How do you feel about becoming a Clinton Administration insider?
All in all, I'm really excited, but I understand that I've got to figure out how to contribute and how to make a difference in government.

Government is not a place for entrepreneurial hotshots—if you can't spend the time and energy creating common cause, you're not going to make anything happen.

I like creating the opportunity for people to build a solid consensus. But it's scary, too, because it's a very different environment from working inside a focused advocacy organization.

When you make the move, will you be asked to check your advocacy hat at the door?
I don't think so. People know that I'm committed to teacher professionalism, equity, and integrity for the economic interests of education workers. And I don't feel that I have to be compromising in the least on those three objectives. I won't be.

And, frankly, I don't think the President or the Secretary would want that to happen. This Administration understands that it's much better to have parties of interest very specifically represented at the table.

When you bring everybody together and give everybody a chance to contribute to a solution, they're committed to that solution.

What exactly does OERI do?
OERI focuses on knowledge that supports good teaching practice and organizational development in schools. And OERI collects general data and information about schools and education.

What's the most important thing you'll do in your new job?
I hope that when I leave the Department, I will have left an understanding of how to link education research and practice.

It would be really gratifying for me to walk into a school and see a computer terminal and know that on one network, teachers are talking to each other and to researchers about some issue that's happening in that school.

And on another network, teachers are accessing data bases about new teaching practice and new curriculum design. And in another part of the hardware, they're networking with other schools in the district.

That would make me feel like we're connected. And that's really where change happens—on those edges where the connections are made.

What will you be able to do to make that dream come true?
First, I'll help teachers influence the topics that get addressed in the Department. That's one way of helping the world of practice own whatever the agency can produce.

Another thing I'll do is encourage people to stop thinking about professional development as a fringe benefit. In-service must be on-going, routine, and a part of the job. Practitioners must recognize their own learning needs, and direct in-service programs to meet them.

I also want to share the results of federally funded research. And I think at least a part of the research community has to engage in hands-on work: This works in theory, does it work in practice? This works in practice, what does that mean in theory? That kind of interaction needs to go on all the time.

How will your experience at NEA influence your work at OERI?
My work at NEA has helped me understand the importance of the new tasks that I'm taking on.

I've seen the frustration of the practitioners in the field. I've seen how debilitating this frustration can become when you know you need to be doing something different for your students, but you're not able to get it done.

Is that something you can relate to from your teaching days?
Oh Lord, yes. It causes anger—maybe anger is the healthiest reaction. It creates a kind of helplessness that undermines your commitment to your professional calling.

It's bothersome to me to think there are teachers who are being compromised in terms of their commitment and their contribution because so often there's no way for them to do what they know needs doing or there's no support for addressing problems.

Here's just one example. There are a lot of people today being jerked around by the whole language vs. skills debate in reading and language development. I'd like to stop this "either/or" approach to instructional innovation. It should be "both/and."

If teachers had the capacity to use a phonics and skills approach for this kid, a whole language approach for this one, and whatever for that one, there could be much more accomplished on behalf of the students' interests, and teaching would be much more satisfying.

You're the first OERI director to bring a classroom viewpoint to the job. How will your approach differ from your predecessors'?
I think school-based practitioners not as an incidental audience for this work, but as a client and *producer* of educatioinal research central customer or client to be served. I don't believe that viewpoint has been strongly voiced at this level of national education policy before.

Bringing the practitioner focus and perspective in from the very beginning is something that I think will be a hallmark of the time that I spend at the Department.

How do you feel about the new team that's been assembled at the Education Department?
I think it's a very talented team. It's a diverse team. I won't be the only voice from the field. There will be others who've had very significant hands-on experience in the school change process. I think for the most part these are people who respect practitioners.

RESOURCES

TV Tips

Millennium: Tribal Wisdom & the Modern World—*PBS, Thursdays, May 6-June 3, 10-11 p.m. ET.* Last five episodes of a 10-part series that explores the common values and different world perspectives holding many tribal societies together. For a student activity packet, send a check for $15 to PBS Video, Attn: Millennium, 4401 Sunset Blvd., Los Angeles, CA 90027. Also available are a videocassette of the 10-part series, a companion book, a soundtrack album, and an audio cassette. For price information, call 800/328-7271.

Educating Peter—*HBO, Wednesday, May 12, 7:30-8 p.m. ET.* Documentary that captures moments throughout the school year as a boy with Down's Syndrome is mainstreamed into the third grade class of NEA member and Blacksburg, Virginia, teacher Martha Ann Stallings.(See also pg. 22.) The film won this year's Academy Award for best short documentary. For a free viewer's guide, write to HBO, Project Knowledge, 1100 Ave. of the Americas, New York, NY 10036.

National Geographic Explorer series—*TBS, selected dates and times.* Sunday, May 23, 9-11:30 p.m. ET: "The Lost Fleet of Guadalcanal." An expedition

through the tranquil waters surrounding the Pacific island of Guadalcanal reveals a military graveyard unseen by human eyes for half a century. Sometime in August: "Water Witching." Exploration of the history of the practice of dousing for water.

A&E Classroom: A Tale of Two Cities—*A&E, Tuesdays, May 25, June 1, June 8, and June 15, 7-8 a.m. ET.* Four-part adaptation of the classic story by Charles Dickens.

Afterschool Special: Learning Not To Hurt—*ABC, Thursday, May 27, 4-5 p.m. ET.* After viewing several videos illustrating situations that could lead to violence, members of a studio audience discuss how they would handle similar situations and offer alternative solutions. For a free study guide, provided by KIDSNET, contact your local ABC affiliate.

Schoolbreak Special: The Fourth Man—*CBS, Tuesday, June 1, 4-5 p.m. ET.* A teen who lacks the brawn to become a professional athlete like his father gets a chance to become the fourth man on his school's track team. For a free study guide, contact your local CBS affiliate.

These listings are provided by KIDSNET, a computerized clearinghouse for children's TV and radio in Washington, D.C.

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TCD063

Teacher TV Airs All Summer

Teacher TV, the weekly magazine-style program coproduced by NEA and The Learning Channel, continues its current run of repeat broadcasts through June 27. More repeat broadcasts will air throughout the summer. Programs air on Sunday evenings, 6-6:30 p.m. ET. The schedule:

May 2: Design a School; *May 9:* Cross-Subject Teaching; *May 16:* Parents as Partners; *May 23:* Business and Education; *May 30:* Active Learning; *June 6:* Old and New Age Learning; *June 13:* Whole Child, Whole Village; *June 20:* Economics of Education; *June 27:* Alternative Assessment.

IDEA EXCHANGE

Hold the Bus!

Brenda Schlak

I'm a fourth grade teacher who, at least once a year, jumps on a school bus at random and rides home with the kids.

Just as students tend to think that teachers eat, sleep, and live in the classroom, we often forget that students, too, have a life after their trip home.

Riding the bus with students lets me discover their neighborhoods, find out who lives near whom, and experience the high level of energy that inevitably emerges during the ride.

The kids love pointing out to me where they live and play.

And their huge smiles and good-bye waves encourage me to do this again and again.

Peggy Fehling
Knob Hill Elementary School
San Marcos, California

Pass the Apple Crisp and Vegetable Pizza, Please

To encourage students to eat healthy foods and snacks, my school counselor, Pam Melton, and I developed a project last year that involved my high school advanced food students and four classes of second graders at a nearby elementary school.

Every other week, my students prepared and served the youngsters a nutritious snack like fresh apples with faces drawn on them with peanut butter, apple crisp, pears cut in the shape of reindeer heads with pretzel antlers, or vegetable or fruit pizza.

To accompany the snack, my class would present a skit, sometimes original, sometimes not, on a related theme. To go with the vegetable pizza, for example, we changed a story about a dragon who loves pizza to one who loves *vegetable* pizza.

My students also interviewed the second graders about their diets and worked up a nutritional analysis for each one. They talked to the kids about basic food requirements and explained how diet affects health.

Some of the youngsters with poor eating habits were surprised at how good the healthy foods tasted. My own students learned much from preparing their presentations.

Beth Wilmoth
Twin Valley South High School
West Alexandria, Ohio

Bulletin Board in a Sack

Need an instant bulletin board? Try recycling a paper grocery bag.

Open the bag and stand it on a table or desk. Then place a heavy book, like a dictionary, in the bottom so the bag won't tip over. And there you have it: an instant bulletin board.

I use my board to display math facts. But you can write on it, glue on it, color it...the only limits on this idea are the boundaries of your imagination and your supply of paper bags.

Loretta Phillips
Smith School
Sioux City, Iowa

Want to share your best easily adaptable classroom ideas? Before you leave your classroom for the summer, jot down a brief description of one or more, and send them to: Idea Exchange, NEA Today, 1201 16th St., N.W., Washington, DC 20036. Be sure to include the name of your local Association and school, the subject or grade you teach, and your school and home phone numbers. And if you have a picture to go with your idea, send it, too.

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TMM063

WHAT'S NEW. . .

are REPORT CARDS obsolete?

As debate rages over how best to assess student progress, a school in Kansas has settled on its own teacher-developed model. So far, so good.

First grader James Franklin has set two goals for himself: to write and illustrate three stories, and to work through any classroom problems himself, without going to the teacher. His parents and teachers agree that these goals are worthy and realistic.

When the time comes to assess James' progress, he'll sit down with his parents and teachers. Together they'll determine his next set of goals.

James is a student at Amanda Arnold Elementary School in Manhattan, Kansas, an NEA National Center for Innovation site.

For the past three years, his teachers, Barbara Maughmer and Sherilyn Owen, along with four other teachers at the K-6 school, have been exploring an assessment alternative to the traditional report card. These Kansas NEA members are proud of the alternative they've developed. They're pioneering an evaluation process that demands continuous parent cooperation and involvement.

Other teachers at the school have adopted various parts of the project, including student portfolios, personal demonstration of mastery of skills, and the all-important student-led conferences.

"Practices like these let us see the development of kids not in boxes, but as a whole," says Lisa Bietau, fourth grade teacher and one of the assessment project developers.

The Amanda Arnold evaluation process was developed by three Amanda Arnold teachers, who based their plan on the work of Professor Norma Mickelson of the University of Victoria in British Columbia, Canada. Because goal setting requires continuous parent cooperation and involvement, the project's voluntary.

Parents are introduced to the Manhattan Assessment Project on Back to School Night in early September. Later they attend an orientation, followed by home conferences to set the first student goals.

The number and types of goals vary according to grade. First graders set two goals, one academic and one social.

When Maughmer visits her first graders

Amanda Arnold fifth grader Jennifer Fulton likes being part of parent-teacher conferences. She can explain things that might not be clear, and no one talks behind her back about her progress.

THE CONFERENCE AS REPORT CARD

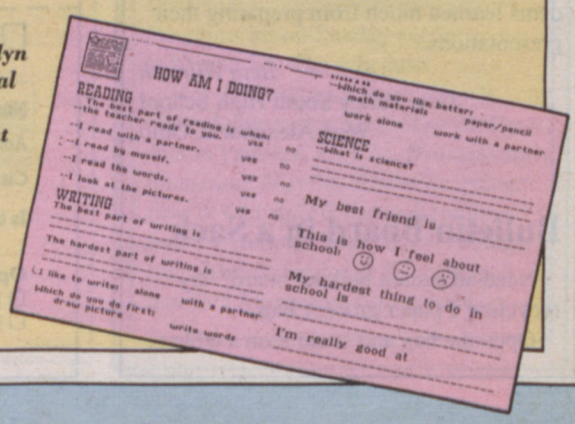
Conferences with their parents and teachers are very important to first graders taught by Barbara Maughmer and Sherilyn Owen at Amanda Arnold Elementary School—partly because the kids are the ones in charge.

Before the formal conferences, the youngsters first show their parents around the classroom, pointing out bulletin boards, the reading center, and other features. Together, parent and child listen to an audiotape of the child reading and discuss it in a written conversation. Parents then watch their child perform a science activity.

Together they review all the work for a particular unit. Children explain what they did in various assignments and reflect with their parents on the lessons learned. Parents may select a work piece to go into the child's portfolio.

The teachers join the family as the student leads off the conference by discussing work in the portfolio and progress toward goals. The group develops new goals to replace any that have been reached. And student, parents, and teachers are ready to set out toward the next conference, nine weeks in the future.

First grade teacher Sherilyn Owen uses goal setting as one part of student evaluation.



. . .IN STUDENT ASSESSMENT

One goal of first-grader James Franklin is to write and illustrate three stories before this school year ends.

Photographs by Larry Moore

at home, she takes along some suggested goals and class materials—often three books written for different reading levels. She might ask a child to read the books aloud. If there's one a youngster can't read, Maughmer will ask if the child thinks he or she will be able to read it by the end of first grade, and that might become an academic goal. As soon as the child reaches a goal, it's replaced by a new one.

As for social goals, most parents need little coaching to find one. The child might simply aim to keep his or her room neat or take responsibility for getting up in the morning.

Maughmer explains that when she works with a youngster in front of the parents, it helps the parents better understand the education process and just how important their participation is. Terms like "beginning reader" and "grade-level outcome" become familiar, and the parent becomes eager to work with the child to achieve the goals.

And when student, teacher, and parents agree on the goals, the burden of achievement is shared by all.

"Children work harder to achieve when they have a stake in the evaluation system," says Maughmer. "And they learn to be responsible for what they do."

After each conference, Maughmer writes a narrative report that includes all the agreements.

Once the first goals are set, student, family, and teacher get together at the school every nine weeks to evaluate the student's progress. Besides helping evaluate a student's progress toward the goals, the teacher independently rates the student—on a scale of *emergent* to *independent*—on work-study skills, social skills, and reading and writing skills.

Much preparation goes into each evaluation conference. Throughout the year, at the conclusion of each unit of study, the youngsters put what they consider their best work into personal portfolios. Quality is the key criterion, and the kids learn early on exactly what that means.

Nothing can go into the portfolios arbitrarily. "The child must give a valid reason for choosing each piece," says Maughmer. "'I like it,' isn't good enough. Maybe they spent a lot of time on it, or it demonstrates improvement, or it contains their favorite color. But there has to be a valid reason."

Fifth grade "buddies" who've gone through the process help the first graders make selections the first few times. Also Maughmer and Owen discuss selections with the kids often and go over every piece at the nine-week evaluation.

Parents must prepare for the conference, too. Besides monitoring progress toward the goals at home, they go over the work in their child's portfolio just before the conference. They select several pieces and write a reflection on them.

"My kids work hard getting ready for this conference," says Owen. "Their fifth grade buddies role-play the conference session with them and help them write personal reflections about how they grew in achieving their goals."

Maughmer and Owen constantly evaluate their students throughout the year as the kids do lots of hands-on tasks, provide verbal explanations, and perform physical demonstrations of skills mastered ("What is a globe? Where is Kansas on the map?"). The teachers also keep anecdotal records.

In reading, audiocassette tapes clearly show a child's improvement from one nine-week period to the next. Tapes go into the student portfolios, along with several pages of the book being read.

During the final conference of the school year, the teachers give parents a recommended summer reading list for their child.

One aspect of the program that everyone likes is that students get a chance to correct any mistakes they make on schoolwork. "It's very nonthreatening," says Ethel Franklin, James's mother. "The kids are allowed to learn from their mistakes."

Franklin likes the fact that her young son has an opportunity to critique himself. "As young as he is, he knows the areas where he needs to improve," she says. "And no one has to tell him when he's met one of his goals.

"James is learning at an early age what he should and shouldn't do. That's a good thing."

Barbara Maughmer attributes much of the success of the Manhattan Assessment Project to her district administrators, who support the teachers whole-heartedly. The project is constantly evolving as teachers discover through practice what works and what doesn't.

To assess students this way is time-consuming, admits Maughmer, but she feels it's worth it. The process "really gets to the core of each child," she says. And in her 17 years of teaching, she's found no better way to help kids master the curriculum, become self-confident, and take responsibility for their own learning and personal growth, all at the same time.

—Diane Dismuke

ARIZONAN DESIGNS HIS OWN

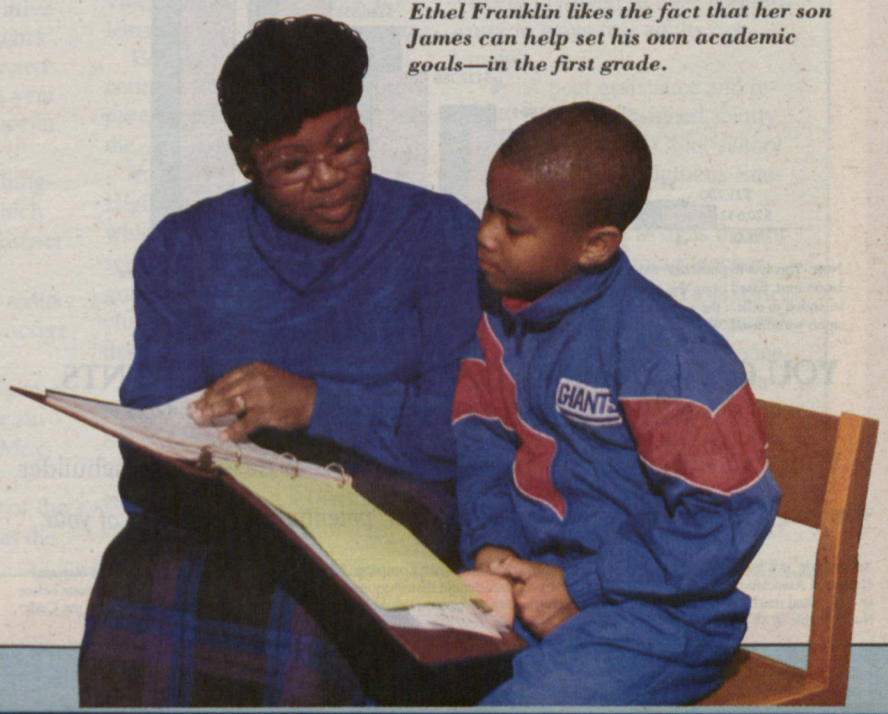
Arizona teacher Gene Steer didn't much like the standard report card that compares students to one another. He thought report cards should be more positive, telling parents about their children's strengths and weaknesses, rather than comparing them to their peers.

So, last year, Steer, who team-teaches a class of about 50 third, fourth, and fifth graders at Tempe's Scales Professional Development School, quit giving the standard cards. In their place, he developed and piloted an all-narrative report card that instead of grades provides written descriptions of achievement levels. Each subject has a separate paragraph of about five or six sentences ("Ann recalls addition, subtraction, multiplication, and division facts with reasonable speed. . . . She organizes writing tasks before starting a first draft, and incorporates revisions and editing changes. . . .")

Steer admits some descriptions of student progress are identical on some of the reports —but there's plenty of information that's unique. The narrative also notes special skills and activities, and includes attendance and homework information.

After the narratives are issued, Steer meets with each set of parents and child. He encourages everyone to speak freely.

"The narrative focuses on a child's progress instead of grades," says Steer. "Because children grow at different rates, the narrative is more constructive and gives parents a better overview."



Ethel Franklin likes the fact that her son James can help set his own academic goals—in the first grade.

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Henry D. Thoreau

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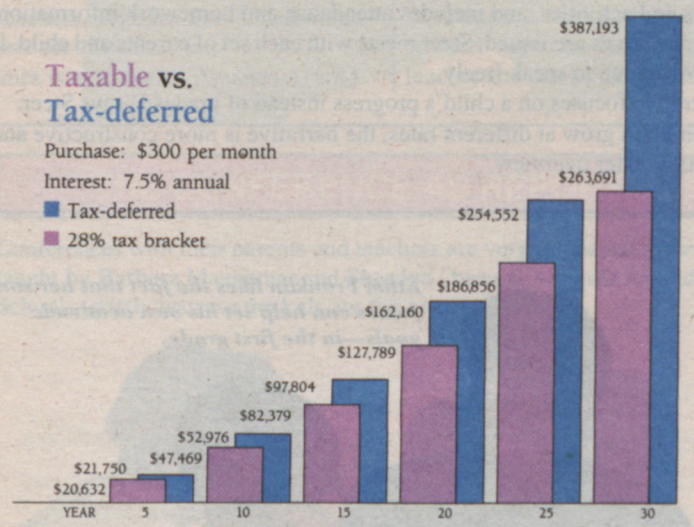

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Innovation

How NEA members are changing the way schools work

Mike Spinelli

Teachers Hans Evans (left), Julie Craven, Principal Jaime Perez, Marti Heard, and Sandra Calvo plan lessons.

Renaissance School

How does a school go from the depths to the heights in just a few years? Find out how San Francisco's Horace Mann Middle School made the transition.

Less than 10 years ago, a federal court shut down San Francisco's Horace Mann Middle School because it wasn't meeting student needs. Today Horace Mann is a shining example of how a school community can turn things around when everyone works together.

For its metamorphosis, the NEA National Center for Innovation recently cited the school as an example of "Excellence in Action" (see box).

Key to the school's renaissance:

► *Reorganization.* The school's 610 students in grades six through eight are grouped heterogeneously in "families" of 100. There are two families for each grade.

Four teachers—one each for math, science, language arts, and social studies—are part of each family. Rather than meeting daily for 45 minutes each, classes in these four major subjects meet for 98-minute blocks, two each on alternate days.

Each family operates autonomously. Teachers within a family make joint decisions about curriculum during twice-weekly "team" meetings. They also share common prep periods.

"The family units help teachers get to know students better," explains Julie Craven, an eighth grade social studies teacher. "They also help students and teachers feel more closely connected."

The teachers often work together to develop thematic learning plans for their family of students. If, for example, the subject is energy, each teacher will prepare lessons on energy from the angle of his or her own discipline.

► *Student empowerment.* Active learning and cooperative education strategies encourage students to assume greater responsibility for their learning, to work together, and to teach one another.

"At Horace Mann, active learning involves student research, hands-on problem solving, and physical demonstration of learning," says Craven. "We do a lot of peer evaluation. Students agree on criteria for, say, an oral presentation and rank one another. All criticism is given in a supportive way."

► *Shared decision-making.* At Horace Mann, decisions no longer come from the top down. A community council of teachers, parents, administrators, and students now handles most matters, including the budget, and, most recently, whom to hire as the new principal.

► *Increased parental involvement.* Teacher-parent conferences keep the classroom family theme. Each conference involves the parents, the student, and the four major teachers. Teachers feel this practice gives parents a well-rounded look at how their child is performing and why.

Parental involvement is such a high priority, parents even have their own office in the school.

► *Improved communication.* Parents can learn about school events from a school hotline in three languages: English, Spanish, and Chinese. A parent organization issues a regular school newsletter—also in three languages—that includes information about school activities, a restructuring update, and several teacher-written articles.

► *A principal hired with teacher and parent input.* "I thought I knew what I was getting into when I came to Horace Mann," says Jaime Perez, the school's new principal.

"But it's a thousand times more exciting, a thousand times better in the way teachers work with students and one another, and a thousand times more 'restructured' than I ever expected. I love it here."

—Diane Dismuke

And the Other Honorees Are...

NEA's National Center for Innovation, which links innovative school programs in a network that spans the nation, selected seven other programs this year as examples of "Excellence in Action." They are:

► The Aberdeen (Washington) Preschool Project, which any four-year-old in the district can attend at no cost.

Parents receive weekly visits from teachers and play an active role in the program.

► Econopolis, USA, a program for 200 eighth grade students at Bernalillo (New Mexico) Middle School.

Econopolis is the name of the "city within a school" that the students create and run as a learning experience.

► Edison Career Center in Wheaton, Maryland, which provides students with hands-on learning for vocational careers.

Edison's programs both encourage further study and prepare students to move right into the world of work.

► Starkville (Mississippi) High School's fine arts program, which touches two-thirds of the school's 1,000 students in grades 9-12. The program includes music, visual arts, and drama.

► The food services program at Lovell (Wyoming) High School, which involves team-teaching home economics, science, and math in a food sciences program that promotes gender equality.

► The social studies program at Anoka (Minnesota) High School, which gets students actively involved in their community in ways few adults can match.

► A peer assistance and review program designed jointly by the Columbus, Ohio, school system and the Columbus Education Association.

This program assigns mentor teachers to beginning teachers and provides time and assistance for teachers working to improve.

In addition to the Excellence in Action network, NEA's National Center for Innovation also ties together innovative school districts and a larger group of restructured schools.

—D. D.

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INVESTMENT IN THE FUTURE

NEA FOUNDATION MAKES THEM HAPPEN

Ideas Come to Life

NEA's National Foundation for the Improvement of Education is breaking down the barriers to tomorrow's lessons.

IN ARLINGTON, VIRGINIA

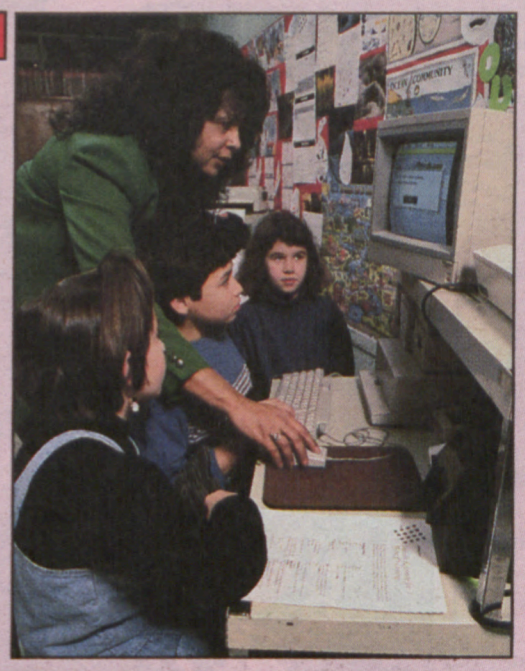
Going Global

Several years ago Bonnie Bracey's fourth and fifth graders at Ashlawn Elementary reached out and exchanged ideas with peers across the world as a part of the National Geographic Society's (NGS) Kidsnetwork.

Using their school's computers linked by modem into the user-friendly HELLO software, Bracey's students began learning an assortment of computer skills—from mapping and graphing to data entry. And they began communicating with experts on a wide range of topics.

Then, last year, NEA's National Foundation for the Improvement of Education named Bracey a Christa McAuliffe Educator and awarded her a grant of $5,000. With the money, Bracey bought state-of-the-art equipment, including a "lumaphone"—a picturephone her students can use to literally see anyone they're talking with in any part of the world.

"The NFIE grant adds another dimension to my global teaching and my students' learning," says Bracey. "This year we've corresponded with 15 sites, ranging from Africa to Arizona and Hawaii." Student communications usually include an eight-minute video and lumaphone conversation.



Through Bracey's newly purchased software, students follow the NGS Kidsnetwork through seven eight-week programs in science, geography, and telecommunications.

"These networks take my students beyond the monolithic textbook," says Bracey.

In keeping with the current "information age," students work together in small cooperative groups and ferret out the most appropriate learning sources.

For instance, through research and class discussion, students learn where their drinking water comes from and how human actions affect the water supply.

They then compare their findings using computers linked by phone lines. With the help of a professional scientist, they trace geographic patterns in data. Their observations spark classroom debate on the social, economic, and legislative implications of water pollution and how to deal with it.

Like her students, Bracey's own learning has developed exponentially; so has the number of computer networks she's "on" to keep up with the information explosion.

Bracey's enthusiasm is boundless. "Christa McAuliffe Educators are breaking down barriers—globally, culturally, and technologically," sums up Bracey. "It's exciting to be part of it."

IN POWNAL, MAINE

Saving the Rainforest

The need to free Costa Rica's rainforest from poachers is part of the environmental consciousness Thomas Wilson has instilled in his district's sixth, seventh, and eighth graders.

What better way to drive home these lessons than to visit a real rainforest? And that's exactly what Wilson, two other teachers, and six students did. They studied the Children's Rainforest in Costa Rica.

"Scientists have identified barely half the plants and animals in the Preserve," says Wilson.

The visit was the culmination of a unit in which students studied the Costa Rica rainforest and raised funds to prevent deforestation.

To spread his lessons to other students in his school and in surrounding schools, Wilson used a $2,500 NFIE William G. Carr grant to develop an "awesome" multimedia slide show. The show uses three slide projectors, original music, and five sound tracks.

"We couldn't have created such a moving audiovisual display without the Carr grant," Wilson says. "The funds enabled us to develop an extraordinarily dramatic production that moved many kids to tears."

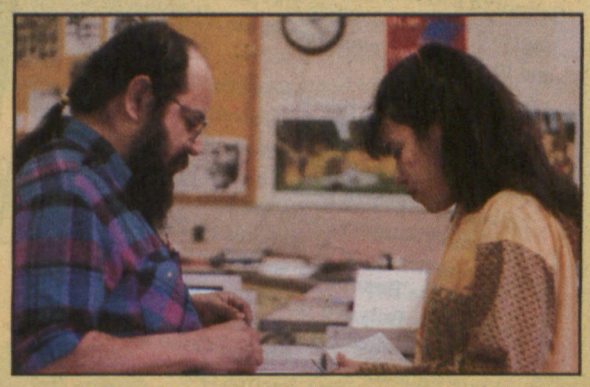
IN GRAND RAPIDS, MICHIGAN

A Community Surges Ahead

"The NFIE grant I received changed me and changed my community," says Ronald Yob, a teacher at the Native American Alternative Learning Center and recipient of a grant from NFIE's Dropout Prevention program.

"The computer technology I bought with the grant money advanced this community 15 to 20 years," Yob estimates.

The two computers, CD-ROM, and scanner hardware are giving students footing in the contemporary labor market and enabling parents to learn to use the technology for record keeping and word processing.



A key factor in Yob's program: it addresses his Native American students' itinerant work schedules. A computer program tracks each youngster's progress and allows students to pick up where they left off when they return to the area.

Looking at NFIE's Future

In 1987, delegates to NEA's Representative Assembly voted to direct $1 per member per year from NEA's budget to build NFIE's endowment.

Those contributions will boost the endowment to nearly $11 million by the end of this summer. This year's Representative Assembly will be asked to determine whether to continue building NFIE's endowment. For more information on any NFIE project, contact NFIE at 1201 16th St., N.W., Washington, DC 20036, 202/822-7840.

People

Staying After School—For Good Reason

"Used to be, the only thing kids could stay after school for was detention," says **Lolita Dozier**, a seventh grade science teacher at Brooks Junior High School in Harvey, Illinois.

That was before Dozier and a team of colleagues won a $10,000 dropout prevention grant from NEA's National Foundation for the Improvement of Education and athletic shoe giant NIKE, Inc.

Now kids at this school just south of Chicago stay after hours willingly—even eagerly—to play intramural sports, get extra help with homework, design T-shirts, play chess, or sing in a choir.

"The clubs and activities keep kids in school and away from crime, drugs, and gangs," says Dozier. "We give them something to do."

The Renaissance Club, one of the Brooks faculty's many anti-dropout strategies, trains students as entrepreneurs. The kids create products—often T-shirts or earrings—sell them, and keep half the profits. The rest of the money goes back to the Club.

"We're teaching them that they don't have to sell drugs on the street to make money," Dozier says.

Other after-school programs include a multi-cultural exchange program with upscale Madison Junior High, a homework club for any student who wants extra help, and a community-based mentor program for African-American males.

"Many youngsters really drop out of school in about the fifth grade. In their minds, they're out of here," says Dozier. "They're just waiting until they can legally drop out.

"Maybe we catch them a little too late [with this program]," she adds. "But this is the last stop if we're going to turn them around."

Michelle Litvin

Care Bears Care

They call themselves the Care Bears.

But these bears are very human. They're seven school support staff, nine teachers, and one counselor at Gwendolyn Woolley Elementary School in Las Vegas, Nevada. The Bears work to improve student manners and personal hygiene and to encourage everyone at the school to help one another.

The Care Bears (pictured at right) have more than 150 students who help around the school. The kids learn to greet visitors in the school's hallways, organize games on the playground, befriend youngsters who are loners, and urge schoolmates to settle disputes by discussion.

As Care Bear chair, school office manager **Charlene Bolyard** (back row, third from right) recently applied for and received a $250 Nevada State Education Association Good Idea Grant for the program. NSEA awards more than 20 of these grants for worthwhile projects to teachers and support staff each year.

"We'll use the money for Care Bear buttons, student incentives—certificates, pencils, erasers—for the program, and personal hygiene kits for kids who need them," says Bolyard. "The Care Bears hope to make everyone at our school more sensitive and responsive to the needs of others."

Jim Decker

Above: Care Bears pose for photo with a list of student participants.

Below: A group of students who work with school employees practice making announcements, one of the many tasks they handle in and around the school. From left, they are Crystal Grossman, Mariam Aguilar, Crystal Barnes, Porchi Reid, and LeaNora Moore.

A Sea of Beans

If every school had a **Sonny Sizemore** on its staff, there'd be hanging flower baskets out in front, shrubs and trees all around, and a sea of green beans in the back.

The school that actually has Sizemore—and the resulting variety of trees, shrubs, flowers, and beans—is Wilshire Elementary School in Euless (near Dallas), Texas, where Sizemore is the custodian.

The plants and trees are mostly donated—by the city or by nurseries with overstock that's starting to look tired. Sizemore revives the latter in his own backyard, then transfers them to the school grounds.

Sizemore lets kids help with the gardening. The students are also competing to produce the best bean crop: the winning class gets a pizza party, and the entire crop will be sold to pay for new child-sized tools.

Debbie Turner

Command Performance

Out of misfortune...fame. That's what happened when the finale float in the Presidential Inaugural parade broke down, breaking the hearts of the Ohio choir "Sounds of Silence," a group of mentally retarded and developmentally disabled adults who "sing" by signing.

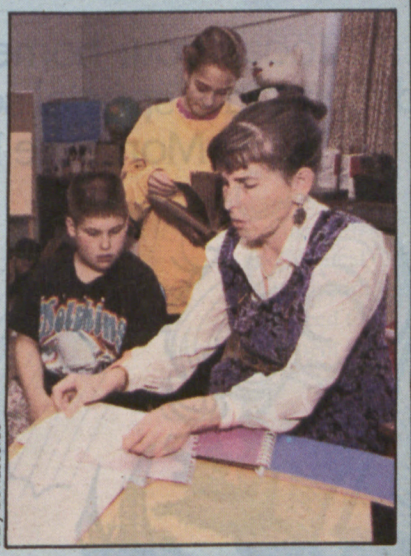
The choir, led by NEA member **Kathy Klich** (pictured here with her daughter, talking with a choir member), may have missed the parade, but their plight landed them a command performance at the White House, an appearance on NBC's *Today* show, and a cascade of fan mail.

"We were stunned by the generosity of people who worked hard to give us opportunities to sing," says Klich, a 20-year special education teacher who created the choir 10 years ago. "By the end of our trip, we'd performed for the President, our U.S. Senators, and for a nationwide television audience on NBC's *Nightly News*."

What's next for "Sounds of Silence?" "We'll just continue to sing wherever we're invited," says Klich. "And we'll enjoy the fame and fan mail from an unforgettable trip."

Susan Shea

Not a Fish Story



Gary Bonaccorso

"She was 18 months old," recalls fourth grade teacher **Jane Robinson**, "and 30 feet long."

She was a whale who appeared three years ago in a cove near Robinson's home in South Harpswell, Maine. There she stayed for four weeks, settling into a daily routine of eating (1,200 pogies a day), playing, and sleeping.

When the whale got entangled in fishing nets, the near tragedy convinced the townspeople that the whale had to be released from the cove. On her release, "the whale headed straight for the open sea," says Robinson, "leaping clear out of the water a couple of dozen times as she went."

As for Robinson, "I went home and sat on the porch. I drew everything that had happened and wrote the story under the pictures." She wanted to give the story to her students at Woolwich Central School.

The series of drawings became a book, which Robinson got printed locally. Impressed, a publisher contacted Robinson.

In August 1992 *The Whale in Lowell's Cove* appeared in hard cover.* By winter it was on *Smithsonian*'s list of Recommended Children's Books for Christmas. Robinson sends part of her royalties to whale protection groups like Greenpeace.

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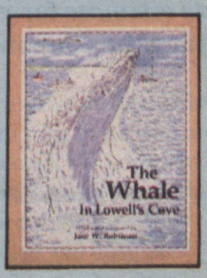

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Health

Information about health factors that affect the way students learn.

Dr. James Oleske is Director of the Children's Hospital AIDS Program at the United Hospital in Newark, New Jersey.

What do you say to help kids infected with HIV?
We try to help youngsters recognize they have a chronic infection that affects several of their body systems, but we try to keep them out of the hospital as much as possible. They should be mainstreamed in school.

Are schools and parents any more receptive to HIV kids than they were when students like Ryan White were ostracized?
Let's hope so. We caregivers need to get the message out that scare tactics are destructive, not constructive. As a pediatrician I've been exposed to lots of body fluids from HIV-infected kids, and I haven't caught the HIV virus.

How many children have been diagnosed with the HIV virus?
An estimated 3 million women and 500,000 children are infected with HIV worldwide. In the next five years, 10 to 15 million more women will become infected. In the same period, 3 to 5 million infants may be born and exposed to HIV.

In the United States, the Centers for Disease Control (CDC) estimate that in 1990, 6,000 HIV-infected women gave birth to an estimated 1,800 HIV-infected infants.

What's the potential number of people worldwide who'll be infected with HIV by the year 2000?
The CDC predicts 3 million Americans will be infected by then. I think it will be closer to 10 million, many of whom will be women and children.

The World Health Organization predicts that there may be 80 million people worldwide infected by the HIV virus by 2000, but again I think we have underestimated this pandemic, and I fear this number will be closer to 200 million.

How about adolescents?
Although fewer than 1 percent of the reported cases of AIDS in the United States have been among adolescents, the impact of HIV disease among teenagers is more serious than this figure implies.

Of all reported AIDS cases in the United States through 1992, 20 percent were among those aged 20-29 years, with 4 percent among those aged 20-24 years.

The average length of the latency period between HIV infection and the development of AIDS in adults suggests that the majority of people with AIDS in their early thirties acquired the infection in adolescence.

The rising rates of other sexually transmitted diseases (STDs) and unplanned pregnancies among adolescents suggest a substantial risk for sexually transmitted HIV infection in this age group.

You've said that AIDS is a multigenerational family disease. How so?
Infants exposed to HIV before birth have a 25 percent risk of becoming infected. Perinatal (during pregnancy or birth) disease is by definition family disease. At least one of the parents—the mother and usually the father, too—is infected, as well as the infant. Infants who aren't infected are still affected because they will soon be orphaned.

In New York City alone, it's estimated that by the end of 1991, 3,700 children under the age of 13 and 3,800 adolescents under the age of 18 had lost their mothers to HIV infection. A conservative estimate is that 10 million youth will be orphaned through the death of a parent due to AIDS by the year 2000.

What about the average family that thinks AIDS could never happen to any of them?
We need to get the word out that AIDS is not just a disease transmitted by drug users and dirty needles. It's an epidemic of worldwide proportions. We can't underestimate this disease; we need to attack it much more aggressively.

How so?
I think you can compare the effort being made to treat AIDS with the effort being made to fight heart disease. This century there's been a major capital investment in treatment of heart patients. Almost every hospital has coronary care units with EKG machines, and medical schools focus on training cardiologists. Similarly, we need to make a capital investment in AIDS treatment.

Why has this inequity happened?
HIV has occurred and was recognized in populations that were already stigmatized. Consequently, there's been less sympathy for mounting an appropriate recovery effort.

What are the most recent changes by the medical community regarding treatment of AIDS kids?
We now know we have to make a diagnosis as soon as we can. If mothers are screened during prenatal care for HIV, we can anticipate which infants will need to be carefully followed and evaluated. We're learning the importance of things like nutrition for those infected by HIV. At a recent AIDS conference two researchers spoke of the role of nutrition in treating AIDS patients. Unfortunately, medical schools don't emphasize this.

Abstinence is one way to prevent AIDS infection, but is promoting abstinence a realistic strategy?
Abstinence is a worthwhile goal, but we have to accept the reality that our kids are becoming sexually active. It would be cruel to turn our backs on them, whether we believe in early sex or not.

How close are we to developing an effective treatment for AIDS? A cure?
We are probably five years away from having an effective vaccine: one for people already infected and another to prevent infection.

There are more medications and drugs to treat those who are already infected. We hope that combination therapies may treat HIV-infected patients so they can live longer and healthier lives.

Every year, thousands of young people die in car accidents caused by drugs and alcohol. But now you can wreck your life without hitting the gas pedal. The number of reported AIDS cases among teenagers has increased by 96% in the last two years. If you get high and forget, even for a moment, how risky sex can be, you're putting your life on the line. Call 1-800-662-HELP for help and information.

Photo by Ken Nahoum

AIDS. ANOTHER WAY DRUGS CAN KILL.

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AIDS: Frontline Report

SOUNDING BOARD

When Peter Came To Mrs. Stallings' Class

By Martha Ann Stallings

In some ways, my first day of school in September 1991 was much like the opening of any school year, with the excitement of new beginnings and challenges.

But this year was also to be unlike any other I'd known in my 10 years of teaching. Peter, a student with Down's syndrome, joined 20 other active third graders in my community of learners.

Like many of my 45 teaching colleagues, I'd taken on the challenge of teaching a child with special needs who was included in a general education classroom for the first time.

I'd given this decision great consideration. The previous spring, I met with Peter's parents, our school's new inclusion specialist, my principal, and the county's special education staff.

Peter's parents said they wanted him to attend his home school, where his three brothers and sister had gone. They wanted him to be with children his own age in a general education classroom. At his previous school, he'd been mainstreamed in some classes—but not in any academic subjects.

As a school system, Montgomery County, Virginia, is committed to placing all children with disabilities in their home schools as soon as the parents want it and the individual schools feel ready. With the strong leadership of our administration and the agreement of many staff members, our school was ready. We accepted responsibility for meeting the needs of all children.

From the little I'd heard about full inclusion, I knew it could only succeed with 100 percent commitment. School employees have to believe that all children can learn together, despite their diversities. Parents must give their full support. Our school met these conditions.

The year before we started inclusion, our faculty and staff spent many hours discussing our ideas and concerns. The county conducted workshops for us and, most importantly, allowed us to question things and to realize that mistakes would happen throughout this learning process.

As the school year began, problems did show up, as we'd expected. Peter's behavior was our greatest challenge. He wanted to be a part of the classroom community, but he sometimes used physical force on his classmates to get attention, and they found his behavior intimidating. It became obvious that we'd have to give the whole class ways to help Peter change his behavior.

In peer planning sessions, led by the inclusion specialist, the children shared their concerns and ideas, then helped draw up strategies to help Peter improve his behavior. Feeling very important in their peer roles, these third graders drew on their problem-solving skills and their commitment to what we were doing, along with their patience and compassion.

I learned very quickly that no longer could I think in terms of "my classroom." I now had three other adults in the room daily. At times I would have enjoyed having the room—and the children—to myself. But I now had a chance to learn from other educators.

An excellent teacher's aide worked with Peter, and also with the other children as needed. She cooperated with the inclusion specialist in adapting Peter's plans and helping include him in classroom lessons. My program couldn't have succeeded without her hard work and commitment.

HBO

The country will get a chance to watch what happened—in the Academy Award-winning film,* Educating Peter, *premiering May 12 on HBO.

Everyone involved collaborated closely, sharing teaching ideas, not only for Peter, but for all my third graders. Because other teachers were reviewing my lesson plans in advance, there was time for discussion, needed changes, and exchange of ideas—all very exciting.

When our school was notified that HBO was interested in making a documentary for national television on a fully-inclusive classroom, and was considering using my classroom, much discussion took place. In the end, we took up this challenge, too. Even though we knew it would be difficult at times, the filming gave us an opportunity to teach others about the philosophy of inclusion.

The making of that documentary, *Educating Peter,* was an experience none of us will ever forget. As we expected, Peter's unpredictable behavior continued, and it was difficult to let everyone see us at our "worst of times." But that openness was very necessary if we wanted to help the audience understand inclusion.

The reason our year was a success, I believe, was that we allowed ourselves to go through the rough times together and pulled together for each of Peter's hurdles.

It thrills me to see the success Peter's having in his fourth grade class this year. His dedicated teacher is working with him in positive ways, and his independence is developing. He's making more and more friends, and they're benefiting from their experiences with him.

I look forward to hearing that Peter finds continued success and more independence next year as he prepares for middle school. He'll continue to achieve things we once thought impossible.

Gilbert Linkous Elementary can be very proud of giving Peter his drive to do well in school and live a happy life. All of us are standing behind him.

Martha Ann Stallings teaches at the 600-student Gilbert Linkous Elemenary School in Blacksburg, Virginia.

Some Strategies for Success

Few issues in education are more complicated and controversial than the issue of how best to integrate special education students into the "regular" classroom. There are no easy answers, no shortcuts.

But over the years NEA classroom teachers, working with various education-related groups, have developed a set of principles and guidelines to address this controversial issue.

Here are a few of the key points to consider:

► Do available curricular offerings, instructional materials, and support services match the learning needs of *all* students?

► Is there a full continuum of program options, ranging from a self-contained facility to fully integrated regular classrooms?

► Do the programs for *all* students lead to their acquiring the skills necessary to meet their fullest potential?

► Are buildings, staff allocations and assignments, class sizes, and the like modified to meet student needs?

► Are there sufficient licensed practitioners to address the social, emotional, and cognitive needs of *all* students?

► Is funding, scheduling, and support for implementation strategies (like collaboration, team teaching, staff development, and coordinated planning time) explicit, sufficient, and separate from resources allocated for direct services to students?

► Does your local Association actively seek adequate planning time, materials, facilities, and compensation for teachers, counselors, and others working in programs that serve disabled students?

This list is an abbreviated version of a much longer one derived from NEA policy and position statements, and supplemented by the work of the NEA Standing Committee on Instruction and Professional Development.

More complete material is contained in the NEA publication "Integrating Students With Special Needs"(Stock No. 1861-3-10-F), available now for $5.95, including postage and handling with prepaid orders, from the NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (800/229-4200).

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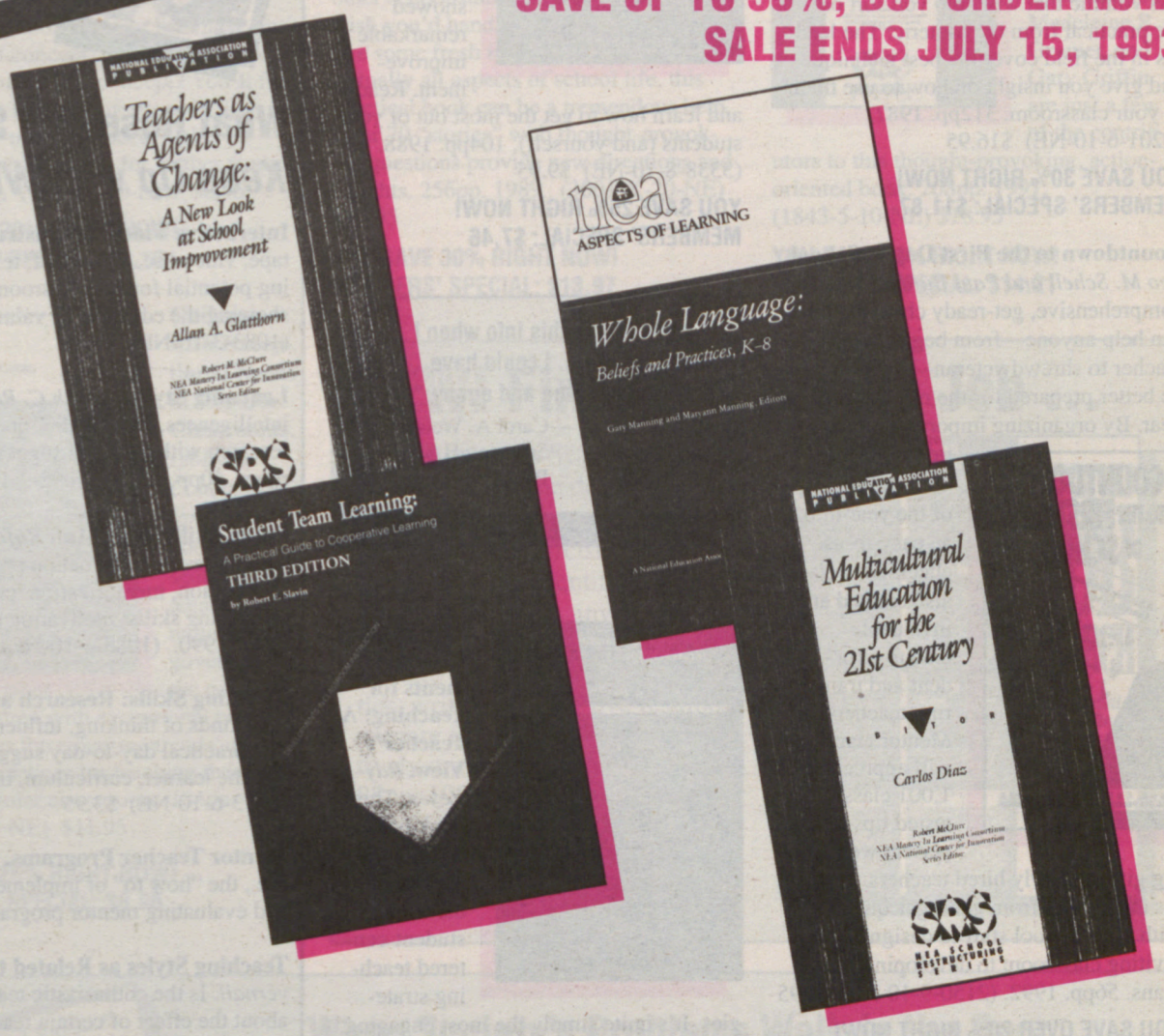
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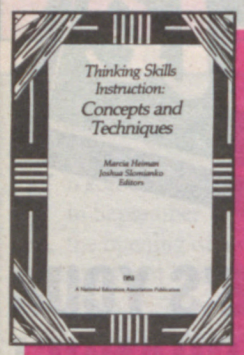

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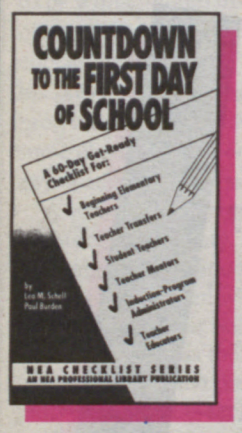

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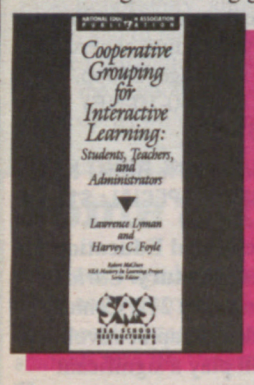

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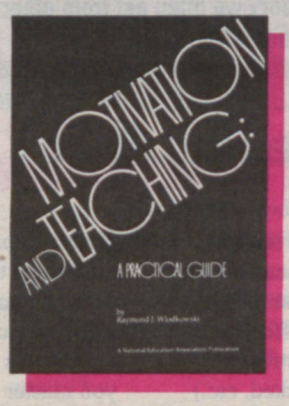

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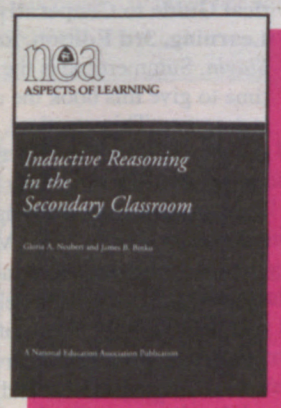

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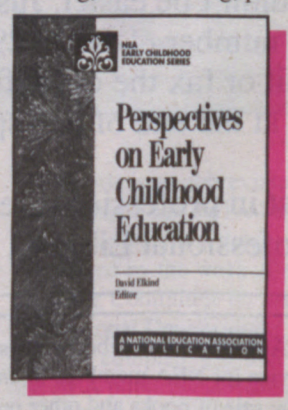

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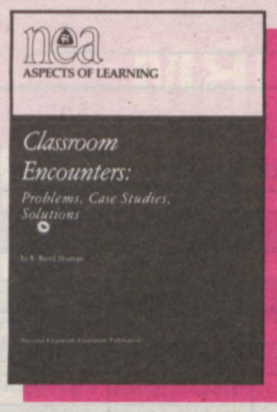

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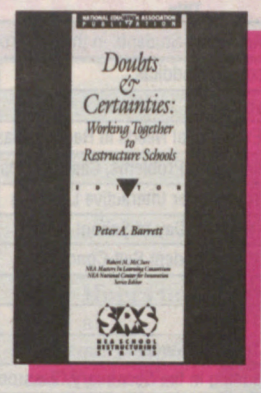

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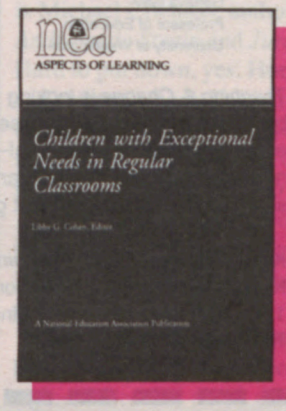

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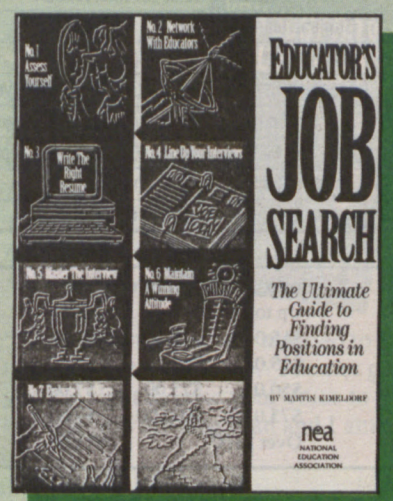

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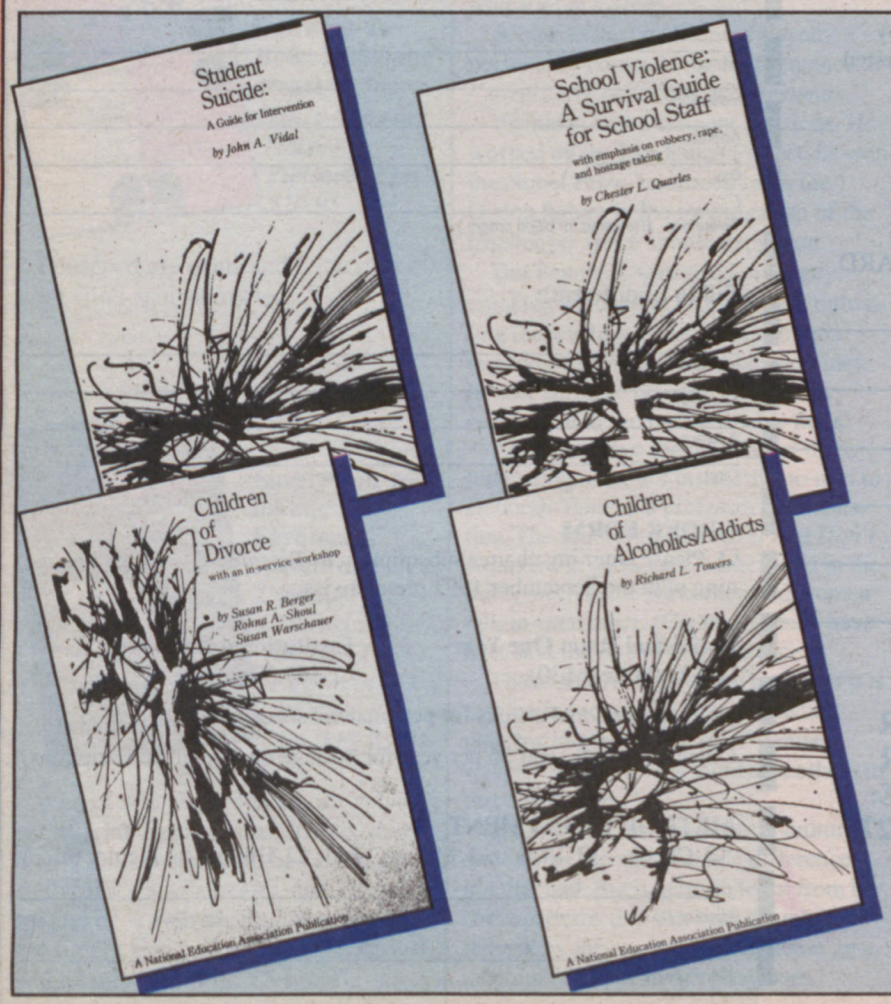

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School Violence: A Survival Guide for School Staff (with emphasis on robbery, rape, and hostage taking). *Chester L. Quarles.* The community school is no longer a haven of security. This concise book will help you become informed about crime problems in school, use the knowledge base to construct crime avoidance and deterrence strategies, and survive this violent era. 48pp. 1989. (0243-1-10-NE). $7.95

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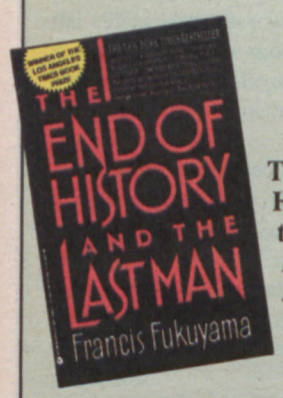
One way to pick your paperbacks for summer reading is to go by their first lines. Here are eight books—six non-fiction, two fiction—that start with real grabbers.

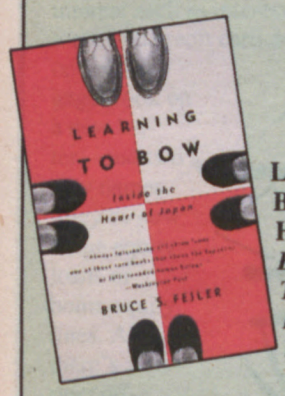
Travels
Michael Crichton
Ballantine. 378 pp. $10.

"It is not easy to cut through a human head with a hacksaw."



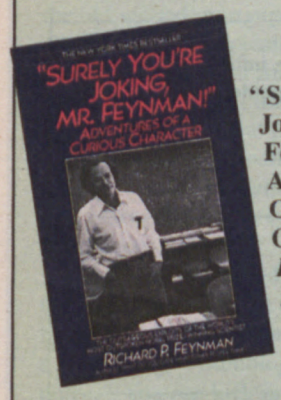
The End of History and the Last Man
Francis Fukuyama
Avon. 418 pp. $12.50

"The twentieth century, it is safe to say, has made all of us into deep historical pessimists."



Learning To Bow: Inside the Heart of Japan
Bruce S. Feiler
Ticknor & Fields. 322 pp. $10.95.

"I dropped my pants and felt a rush of cool wind against my legs."



"Surely You're Joking, Mr. Feynman!" Adventures of a Curious Character
Richard P. Feynman
Bantam. 336 pp. $12.95

"When I was about eleven or twelve I set up a lab in my house. It consisted of an old wooden packing box that I put shelves in. I had a heater, and I'd put in fat and cook french-fried potatoes all the time. I also had a storage battery, and a lamp bank."

All these paperbacks are guaranteed "good reads." Some don't go down the paths their first lines might indicate—but that's part of the fun.

Take Michael Crichton's observation about the difficulty of cutting a human head with a hacksaw. You have to remember this is not Stephen King. This is Michael Crichton, author of *The Andromeda Strain* and *Jurassic Park* . Hard to put down, yes. Horror stories, no.

Crichton's book *Travels* consists of autobiographical pieces about his medical school days, his travels to exotic places, his girlfriends, his visits to psychics.

What the first sentence does signal is the kind of writing you'll get—vintage Michael Crichton; you'll keep at it until you've read every word.

Never mind Bruce Feiler's opening line: *Learning To Bow* is not a story about a great lover. It's about a teacher—an American middle-school teacher beginning a year teaching English in Japan.

What has "the rush of cool wind against my legs" got to do with teaching? Feiler's about to join his male colleagues in a get-acquainted bathing ritual.

The rest of Feiler's book about that year is just as funny and full of insights about that great mystery (to us), the Japanese educational system.

A clue to the late Richard Feynman's personality comes in the first sentence of *"Surely You're Joking, Mr. Feynman."*

Feynman was a brilliant physicist. He worked on the Manhattan Project, he won the Nobel Prize, he zeroed in on the O-ring failure in the investigation of the Challenger space shuttle explosion.

But Feynman was also a wise guy, cracking Manhattan Project safes, outwitting the wartime censors. A common thread united his silly and serious sides: he saw solvable puzzles where most people would see unfathomable facts.

After sampling the thinking of three interesting men, it's instructive to turn to Deborah Tannen, a professor of linguistics. The first sentence of *You Just Don't Understand* shows she's interested in the differences in the ways men and women talk to each other. (Could a woman have ever said the like of that sentence?)

These differences go way back: "If it is fascinating to see the source of adult patterns in second-graders," Tannen writes, "it boggles the mind to see them in three-year-olds."

Tannen uses the term "cross-cultural" to describe the male-female difference—it's that bad. But it helps to learn from her some patterns that can help decipher a remark by the opposite sex at home, in a meeting room, or in the classroom.

The opening lines of the two books on historical matters, in contrast, do not mislead. What you see is what you'll get.

Observing the collapse of communist and fascist governments in southern and eastern Europe, Francis Fukuyuma sees liberal democracy revealed as the end toward which history has been moving.

"We cannot picture to ourselves a world that is *essentially* different from the present one, and at the same time better," he contends.

Hence the end of history—not the end of events but the end of belief that history is heading to something newer and better.

Fukuyama, who is an American historian and political theorist, finds the 20th century ending on a positive note. What would he say about Bosnia? Read him and see if his interpretation makes it easier for you to think about such ethnic disasters.

The first line in *Four Hours in My Lai*—about the jeweler with the Mercedes in Georgia—seems unpromising, until you realize the man is former Lt. William Calley, the only person convicted in the 1968 massacre by U.S. troops of over 300 civilians at My Lai in Viet Nam.

British journalists Michael Bilton and Kevin Sim based their book on scores of fresh interviews as well as all the investigative and trial testimony. Not pleasant to read, but absorbing.

As the authors point out, "before the chances of civilized behavior can be improved, the potential for savagery must be understood. And remembered."

Amy Tan's opener in *The Kitchen God's Wife* could be the lead-in to an extended sitcom about a modern American woman and her Old World mother.

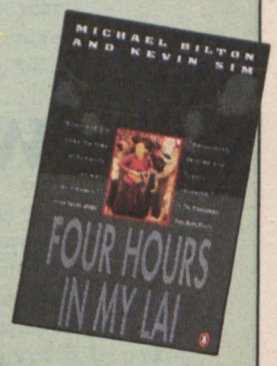
This book is no sitcom. Its long flashback reveals secrets the mother has kept for 40 years about her life in China. Her encounters with authoritarian nationalism, world war, and Communism led to episodes too full of pain to disclose.

Finally, Tony Hillerman's opening line in *The Ghostway* intrigues because the names are unusual. But maybe you already know that "hosteen" is a term of respect for a Navajo elder. Or that Hillerman writes a police procedural series set on the Navajo reservation in Arizona and New Mexico.

In this story, Officer Jim Chee of the Navajo Tribal Police solves a murder because he knows that a traditional Navajo well-versed in death and burial ceremonies of his tribe could not have prepared the corpse in question for burial.

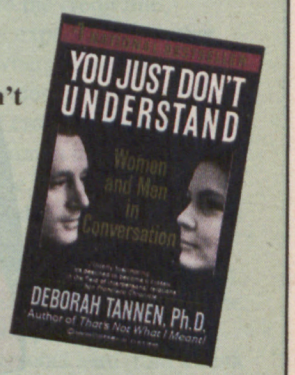
May you also have interesting journeys in these books.

—Nancy R. Needham
Book Review Editor



Four Hours in My Lai
Michael Bilton and Kevin Sim
Penguin. 430 pp. $13.50.

"At 5:45 p.m. every working day, in Columbus, Georgia, a middle-aged businessman locks up his jewelry store, strolls across the parking lot to his Mercedes sedan, and heads for home."

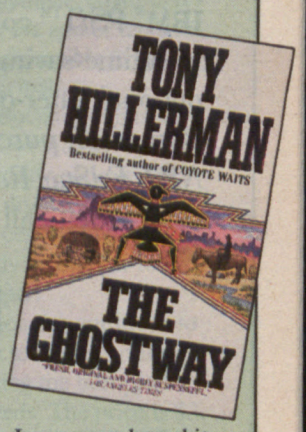


You Just Don't Understand: Women and Men in Conversation
Deborah Tannen
Ballantine. 332 pp. $10.

"Many years ago I was married to a man who shouted at me, 'I do not give you the right to raise your voice to me, because you are a woman and I am a man.'"

The Kitchen God's Wife
Amy Tan
Ivy. 532 pp. $5.99.

"Whenever my mother talks to me, she begins the conversation as if we were already in the middle of an argument."



The Ghostway
Tony Hillerman
Harper. 314 pp. $5.99.

"Hosteen Joseph Joe remembered it like this."

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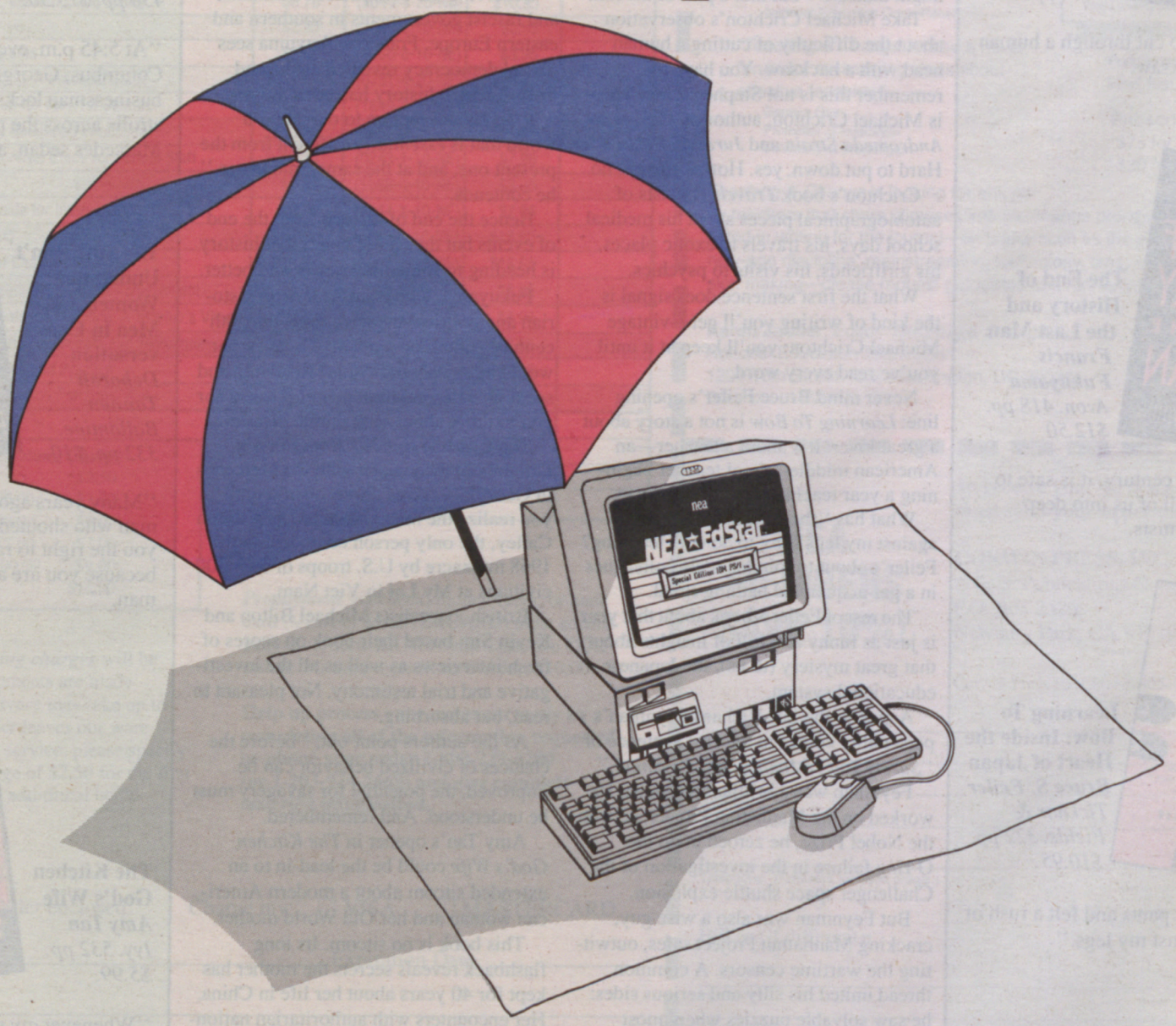

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PERSONALLY SPEAKING

Should You Put Your Home to Work?

With their relatively low interest rates and tax deductibility, home equity loans and credit lines are looking good. But take a good look before you take one out.

Home equity loans are a good deal for consumers for two reasons.

First, the rates are less than half what you might pay for a credit card loan.

Second, you can deduct the interest on a home equity loan of up to $100,000 from your taxable income regardless of how you use the money. It's virtually the only tax-deductible interest expense left—other than the interest on the mortgage itself—after recent tax changes.

There are two basic types of home equity loan, and the right choice is critical. The first type is just an old-fashioned second mortgage. Homeowners used them back in the 1950s when they wanted to remodel or to raise money to send the kids to college. But these loans had something of a stigma attached.

"If you mention second mortgage to your parents, they'll cringe," says Keith Gumbinger, an analyst at HSH Associates in Butler, N.J., which collects data on the mortgage market. "It sounds like you're going to the poorhouse."

But when the 1986 Tax Reform Act phased out the deductibility of other consumer interest such as interest on car loans and credit card debt, second mortgages took on a new luster—and two new names. They're now home equity loans or home equity lines. And there's a distinct difference between the two.

The home equity loan is the old second mortgage, with all its hassles. It typically requires an appraisal and maybe a title search. And it may carry hefty upfront fees.But the home equity loan also typically offers a fixed rate. In late February, that averaged 8.85 percent, says Gumbinger.

"If you're going to do one thing, like put a garage on your house, this fixed rate loan can be a good thing," Gumbinger notes. "You can lock in a rate, and you know precisely how much you'll pay each month.

"Home equity loans have held on to a large market share because people don't want to worry about the rate changing," Gumbinger continues."They're willing to pay more for what they consider a certainty."

But for many homeowners, this traditional loan is not the best deal. For one thing, it costs more than the newer home equity lines.

The credit line also may involve no fees whatsoever. "Most lenders are waiving fees," Gumbinger notes. "You can just walk in and sign your name and there's no charge."

Many lenders don't require an appraisal of your home, either. They may do what Gumbinger calls a "drive by"—just drive by your house and make sure it's there.

Just as important, the home equity lines offer extreme flexibility. For example, you may be approved for a $20,000 line of credit.

You can draw on it by writing a check. But you don't have to use it at all if you don't need it.

If you intend to do a home improvement project and later discover that you need to do some landscaping as well, the credit line gives you the flexibility to borrow more money without starting from scratch to get a new loan.

Interest rates on home equity lines are typically pegged to the prime rate, a commercial lending rate that's been at 6 percent for the past year.

Interest on a credit line might be 1-5/8 percentage points above the prime. For example, says Gumbinger, in late February the average rate was about 7.62 percent.

Although the rates on credit lines are currently lower than the fixed rate on the home equity loans, they do float up and down with the prime, so you take more risk by making this kind of loan.

Further, even if you never use the loan at all, you'll still have to pay an annual fee of perhaps $75 or $100 simply to have access to the credit line.

Many experts suggest that homeowners reduce overall loan payments by paying off car loans or credit card debt with money from a home equity credit line. Consumers may be able to reduce interest expenses dramatically by doing so.

For example, a new car loan today may carry an interest rate of 9 to 9.5 percent. An unsecured personal loan from a bank might carry an interest rate of 16 to 16.5 percent. Credit cards still carry an average rate of 18.35 percent.

Rolling a number of loans at these double digit rates into a home equity line at a rate of under 8 percent can bring substantial savings.

But be alert to the biggest drawback of these credit lines: You put your home up as security. Missing payments may cost you your home.

Something else to watch for: Although the variable rates on the home equity lines typically have a cap, that cap can vary widely. It might be 13 percent. Or it might be 25 percent, the usury ceiling in some states.

You should also recognize whether you're getting a "balloon" loan. This loan's low monthly payments cover only interest. At the end of the term, you'll be responsible for paying off the principal.

HSH Associates publishes a booklet, *Home Equity: A Consumer's Guide to Loans and Lines*, that discusses the differences between the two and provides advice on how to be a smart shopper.

It also includes questions to ask lenders to make certain you're getting the best product for your needs. The price is $3. To order, call 800/UPDATES.

—Mary Rowland

Home equity loans offer the advantage of fixed interest rates. Home equity lines offer lower interest rates than home equity loans and require no fees.

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INTERNATIONAL

Vanished Jobs Vanishing Schools

The fate of the North American Free Trade Agreement is in doubt, but NAFTA's impact, if it wins Congressional approval, is already known.

"It's kind of hard to focus on good schools when you're worried about putting food in your mouth."

Virginia teacher Don Skeen understands why Pulaski County schools have had trouble staying afloat since AT&T moved its Radford plant to Matamoros, Mexico. The 1990 move cost the area some 2,000 jobs. Similar plant closings have shattered communities the length and breadth of the nation.

Attracted by cheap labor and lack of environmental standards, U.S. corporations have been moving plants south since Mexico set up "duty-free" manufacturing zones. Goods produced there can be brought into the U.S. for sale without costly customs tariffs.

The North American Free Trade Agreement (NAFTA), negotiated and signed by the Bush Administration last year, would make Mexico one big duty-free manufacturing zone for U.S. corporations. Canada, a third party to NAFTA, has lost over 430,000 manufacturing jobs since 1989 through a similar treaty with the U.S.

Virginia's Don Skeen has seen firsthand how corporate flight undermines education. As families moved away to seek new jobs, his district lost state per-pupil aid, and with an unemployment rate of 12.3 percent, the county couldn't make up the difference.

"They've cut meat; there isn't any fat," says Skeen, noting that about 40 out of 350 teachers have been laid off in the past three years. "Class sizes are rising, and we're running shorter every year on materials, textbooks, busses."

Skeen, who teaches in the Pulaski County High School Alternative Education School, notices the effect on families. "Unemployment throws the whole family off balance. Someone who's been a provider is suddenly in a welfare role, and that creates problems in the family, in school, in the whole community."

The Clinton Administration plans to send NAFTA to Congress for ratification if negotiators agree on certain safeguards.

► *Job security for U.S. workers.* A University of Massachusetts study estimates that between 290,000 and 490,000 will be lost if NAFTA is approved as is.

► *Fair treatment for Mexican workers.* They now get as little as $4 a day from their U.S. employers, and their government doesn't protect them from hazardous working conditions.

► *Environmental protection.* The Mexican government doesn't have high environmental standards.

The relaxed trade restrictions already in effect between the United States and Mexico offer a hint of the impact NAFTA would make if enacted as is.

"Cheap corn imported from Iowa is driving Mexican farmers off their land," notes San Diego fifth grade teacher Peter Brown. "They come here to look for other work. We're seeing their children in our classrooms, and we don't have the support we need to teach them."

"It's getting harder and harder to bargain a contract," says Cincinnatus, New York, teacher Keith Agate. A major local employer, Smith Corona, has begun moving its typewriter plant to Mexico.

"For the last year or so," says Agate, who's on the Cincinnatus Education Association bargaining team, "negotiators have been hearing 'we can't do this for you, or that for you—we have people with family members out of work.'"

Smith-Corona offers seminars for soon-to-be-former employees on how to get new jobs, but, notes Agate, "knowing how to get a job doesn't help if there's no job around."

The 2,000-page NAFTA will also have specific effects on schools. Analyst Larry Kuehn of the British Columbia Teachers Federation points out that NAFTA's Chapter 12 requires "harmonization" of all occupations that require postsecondary training and are certified by the government or a government-approved board.

"Canada, the U.S., and Mexico will all have to adopt the same standards for the teaching profession," notes Kuehn. "But we don't all have the same educational philosophy. We don't all want the same things from our schools."

In addition, whenever a school district or other public agency contracts out a service, the contract will have to be available on the same terms to contractors in all three countries and the winning bidder can't even be required to set up an office or hire anybody in the same country as the contracting school district.

"NAFTA's most fundamental impact is in treating education as a commodity to be dealt with in market terms," says Kuehn. "Social and cultural considerations will become irrelevant."

"We can't see how our community's going to recover," says Virginia teacher Don Skeen. "Industries say they want either cheap labor or highly trained labor. We don't have the money to train high-skilled workers, and the companies know they can get cheaper labor in Mexico."

—Jane Power

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—Joyce Lain Kennedy, syndicated career columnist, L.A. Times Syndicate

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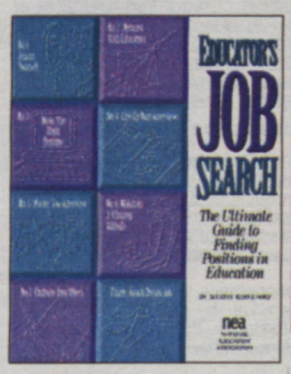

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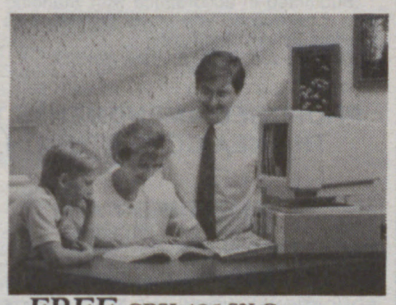

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Proposed Amendments to the NEA Standing Rules, Constitution, and Bylaws

May 1993

This issue of Proposed Amendments to the NEA Standing Rules, Constitution, and Bylaws contains all amendments to the governing documents that have been submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the NEA Annual Meeting.

This document is printed in two parts. **Part A** contains amendments dealing with organizational streamlining that were recommended by the NEA Board of Directors and approved in principle by the 1992 NEA Representative Assembly. The Committee on Constitution, Bylaws, and Rules was directed to prepare appropriate amendments that reflect the concepts approved by the Representative Assembly. **Part B** contains other amendments that were submitted through the usual amendatory process.

All amendments will be voted on by the 1993 Representative Assembly in San Francisco/Oakland/Bay Area. Amendments to the Standing Rules will be voted on by voice vote at the first business meeting of the Assembly, Friday, July 2, 1993. Amendments to the Constitution and Bylaws will be voted on by secret ballot on Sunday, July 4. All amendments will be discussed prior to voting.

Further information on proposed amendments may be obtained from the NEA Governance and Policy Support office, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (telephone 202-822-7195).

In the following amendments, deletions are in brackets, and additions are underscored.

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

BETTIE J. BLACK, *Chairperson*
Oklahoma

EDITH H. CANNON
Massachusetts

RICK HARRIS
Florida

DENISE R. ROCKWELL (WOODS)
California

TED THOMAS
Ohio

PART A

Implementing recommendations regarding organizational structure and operation approved by 1992 Representative Assembly.

PROPOSED AMENDMENTS TO THE NEA STANDING RULES

STANDING RULE AMENDMENT A-1

(Requires a majority vote)

Title: TO PROVIDE THAT MEMBERS OF THE CREDENTIALS COMMITTEE SHALL BE APPOINTED FOR ROTATING TERMS OF THREE (3) YEARS AND THAT NO INDIVIDUAL SHALL SERVE MORE THAN TWO (2) TERMS.

Rule 1. Credentials Committee

A. Composition. The President shall appoint a chairperson and four (4) members of the Credentials Committee [to serve at the pleasure of the President] for rotating terms of three (3) years. The appointments shall be with the advice and consent of the Board of Directors. No individual shall serve more than two (2) terms as a member of the Credentials Committee.

Submitted in accordance with Standing Rule 9.b.1.d (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Annie Barclay, Nevada

STANDING RULE AMENDMENT A-2

(Requires a majority vote)

Title: TO PROVIDE THAT MEMBERS OF THE INTERNAL EDITING COMMITTEE OF THE RESOLUTIONS COMMITTEE SHALL BE APPOINTED FOR ROTATING TERMS OF THREE (3) YEARS AND THAT NO INDIVIDUAL SHALL SERVE MORE THAN TWO (2) TERMS; AND TO PROVIDE THAT MEMBERS OF THE RESOLUTIONS COMMITTEE SHALL SERVE NO MORE THAN SIX (6) ONE (1) YEAR TERMS.

Rule 8. Definition of Resolutions, Committee, and Procedure

C. Internal Editing Committee. The Internal Editing Committee shall be appointed by the President with the advice and consent of the Board of Directors for rotating terms of [five (5)] three (3) years. No individual shall serve more than two (2) terms as a member of the Internal Editing Committee. The President shall annually appoint a chairperson from the Internal Editing Committee...

D. State, Retired, Student, and At-Large Members. The registered delegates to the Representative Assembly from each state shall elect....

Members shall serve for one (1) year commencing September 1. No individual shall serve more than six (6) [consecutive] terms as member. (No change in remainder of rule)

Submitted in accordance with Standing Rule 9.b.1.d (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Annie Barclay, Nevada

STANDING RULE AMENDMENT A-3

(Requires a majority vote)

Title: TO PROVIDE THAT, IN A RESOLUTIONS COMMITTEE ELECTION, IF THE NUMBER OF CANDIDATES FOR SUCH POSITIONS IS EQUAL TO OR LESS THAN THE NUMBER OF POSITIONS TO BE FILLED, THE ELECTION MAY BE WAIVED AND THE CANDIDATES DECLARED ELECTED.

Rule 8. Definition of Resolutions, Committee, and Procedure

D. State, Retired, Student, and At-Large Members. The registered delegates to the Representative Assembly from each state shall elect.... (No change in first two paragraphs.)

Elections shall be by secret ballot. Voting shall be by those delegates present and shall take place at the third business meeting of the state delegations and by the retired and student delegates at the time and place designated in the annual program by the President of the Association except as may otherwise be approved in advance by the Committee on Constitution, Bylaws, and Rules. If the number of candidates for Resolutions Committee positions is equal to or less than the number of positions to be filled, elections may be waived, and the candidates declared elected to the positions in question. The report of election results.... (No change in remainder of Rule.)

Submitted in accordance with Standing Rule 9.b.1.d (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Annie Barclay, Nevada

STANDING RULE AMENDMENT A-4

(Requires a majority vote)

Title: TO CODIFY IN THE STANDING RULES THE COMPOSITION AND DUTIES OF THE COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES; AND TO PROVIDE THAT MEMBERS OF THE COMMITTEE SHALL BE APPOINTED FOR ROTATING TERMS OF THREE (3) YEARS AND THAT NO INDIVIDUAL SHALL SERVE MORE THAN TWO (2) TERMS.

Rule 9. [Amendments] Constitution, Bylaws, and Standing Rules: Committee and Amendment Procedures

A. Composition

The Committee on Constitution, Bylaws, and Rules shall consist of five (5) members appointed by the President with the advice and consent of the Board of Directors. The President shall annually appoint a chairperson of the committee. Members shall serve rotating three (3) year terms beginning September 1. No member shall serve more than two (2) terms.

B. Duties

The committee shall initiate proposed amendments to the Consititution, Bylaws, and Standing Rules as appropriate; receive and process proposed amendments; supervise the submission and processing of new business and amendments to the Legislative Program; supervise and count roll call votes; provide advisory opinions to parliamentary questions upon the request of the presiding officer; and perform such other duties as are set forth in the Standing Rules or are requested by the President.

(Reletter sections A and B as C and D)

Submitted in accordance with Standing Rule 9.b.1.d (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Annie Barclay, Nevada

PROPOSED AMENDMENTS TO THE NEA CONSTITUTION

AMENDMENT A-1

(Requires a 2/3 vote)*

Title: TO LIMIT ELIGIBILITY FOR MEMBERSHIP IN THE ASSOCIATION TO PERSONS INVOLVED IN THE TEACHING PROFESSION OR OTHER EDUCATIONAL WORK; AND TO ELIMINATE THE ASSOCIATE MEMBERSHIP CLASS.

Article II. Membership Section 2. Membership Eligibility: Provisions and Limitations.

a. Membership, as provided in the Bylaws, shall be open to [all] persons [actively] engaged in the profession of teaching or in other educational work [or to persons interested in advancing the cause of public education] who shall agree to subscribe the goals and objectives of the Association and to abide by its Consititution and Bylaws.

Bylaw 2. Membership

2-1. Classes

a. There shall be [seven (7)] six (6) classes of membership in the Association: Active, Student, Retired, Substitute, Reserve, and Staff [, and Associate].

[h. Associate membership shall be open to any person who is interested in advancing the cause of public education but who is not eligible for any other class of membership in the Association. Associate members shall be eligible to receive reports and publications of the Association in accordance with the policies and procedures of the Association.]

(Reletter section i as h)

2-7. Membership Dues.

[I. Dues of Associate members shall be five dollars ($5) yearly.]

(Reletter section m as l)

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Donald S. Karcheski, Connecticut

AMENDMENT A-2

(Requires a 2/3 vote)

Title: TO PLACE A CEILING OF 10,000 ON THE NUMBER OF REGISTERED DELEGATES AT A REPRESENTATIVE ASSEMBLY.

Article III. Representative Assembly Section 2. Allocation of Delegates. (New section c.)

c. If the number of registered delegates at two (2) consecutive Representative Assemblies exceeds 10,000, the formulas for the allocation of delegate credentials set forth in Article III, Section 2(a) and (b), of this Constitution and in NEA Bylaw 3-1 shall be adjusted as necessary to eliminate the amount of the overage that occurred at the second of the aforesaid Representative Assemblies. The Board of Directors shall adopt rules for making the necessary adjustments in the formulas for the allocation of delegate credentials. If following the adjustments in the formulas for the allocation of delegate credentials the number of registered delegates at the subsequent Representative Assembly is in excess of 10,000, the allocation formulas again shall be adjusted as necessary to eliminate the amount of the overage. If following the adjustments in the formulas for the allocation of delegate credentials the number of registered delegates at any subsequent Representative Assembly is 10,000 or less, the revised allocation formulas shall remain in effect unless and until the 10,000 delegate ceiling again is exceeded at two (2) consecutive Representative Assemblies.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

k. The formulas/ratios for the allocation of delegate credentials in Sections d, e, f, h, i, and j of this Bylaw may be modified as necessary to limit the total number of delegates attending the Representative Assembly in accordance with Article III of the Constitution.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Jane R. Stern, Maryland

AMENDMENT A-3

(Requires a 2/3 vote)

Title: TO PROVIDE THAT, IN AN ELECTION FOR REPRESENTATIVE ASSEMBLY DELEGATE POSITIONS, IF THE NUMBER OF CANDIDATES FOR SUCH POSITIONS IS EQUAL TO OR LESS THAN THE NUMBER OF POSITIONS TO BE FILLED, THE ELECTION MAY BE WAIVED AND THE CANDIDATES DECLARED ELECTED.

Article III. Representative Assembly

Section 3. Election of Delegates

(New section d)

d. If the number of candidates for delegate positions is equal to or less than the number of positions to be filled, elections may be waived, and the candidates declared elected to the delegate positions in question.

Bylaw 8. Affiliates and Special Interest Groups

8-1. Affiliates.

b. Each affiliate shall conduct elections with open nominations and a secret ballot, except as may otherwise be provided in the Constitution, these Bylaws, or the Standing Rules. A secret ballot shall not be required in elections in which the number of candidates nominated does not exceed the number of positions to be filled [if the affiliate's governing documents provide that in such elections the chair shall declare such candidates elected].

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: David A. Lebow, California

AMENDMENT A-4

(Requires a 2/3 vote)

Title: TO ELIMINATE THE REQUIREMENTS (i) THAT ALL COMMITTEES SHALL COMPRISE AT LEAST SEVENTY-FIVE (75) PERCENT CLASSROOM TEACHERS AND (ii) THAT A COMMITTEE MEMBER SHALL VACATE THE COMMITTEE SEAT IF A CHANGE IN EDUCATIONAL POSITION RESULTS IN A VIOLATION OF THE 75 PERCENT CLASSROOM TEACHER REQUIREMENT.

Article III. Representative Assembly

Section 6. Committees.

All appointive bodies of the Association except the Review Board shall be designated by the term committee. A Committee on Constitution, Bylaws, and Rules shall be established by the Representative Assembly. All other committees shall be established or discontinued as provided in the Bylaws. [All committees except the Standing Committee on Educational Support Personnel and the Advisory Committee of Student Members shall comprise at least seventy-five (75) percent classroom teachers.] There shall be a minimum of twenty (20) percent ethnic-minority representation on each committee.

Bylaw 3-13. Committee Appointment, Qualifications, and Vacancies.

b. Absence of a member from two (2) consecutive meetings shall constitute resignation. [A member shall vacate the seat held if a change in the member's educational position shall violate the constitutional requirement for at least seventy-five (75) percent classroom teacher committee membership.] Each vacancy on a standing committee shall be filled for the remainder of the term.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: David A. Lebow, California

AMENDMENT A-5

(Requires a 2/3 vote)

Title: TO ESTABLISH SIX (6) RETIRED DIRECTOR AND THREE (3) STUDENT DIRECTOR POSITIONS ON THE BOARD OF DIRECTORS.

Article V. Board of Directors

Section 1. Composition.

The Board shall consist of (a) at least one (1) director from each association affiliated with the Association as a state affiliate, (b) [at least one (1) director] six (6) directors for the Retired members of the Association, and (c) [at least one (1) director] three (3) directors for the Student members of the Association.

Each state unit shall be entitled to an additional director for each 20,000 Active members of the Association. [The Student members of the Association shall be entitled to an additional director for each 20,000 Student members. The Retired members of the Association shall be entitled to an additional director for each 20,000 Retired members.]

(No change in remainder of section.)

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* This and certain other proposed amendments involve both Constitutional and Bylaw changes. Although the Bylaw change in and of itself requires only a majority vote for passage, the Bylaw change is dependent on passage of the proposed Constitutional amendment. Ordinarily, these hybrid proposed amendments require a 2/3 vote for passage.

PROPOSED AMENDMENTS

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Jane R. Stern, Maryland

AMENDMENT A-6
(Requires a two-thirds vote)

Title: TO PROVIDE THAT, IF THE NUMBER OF STATE DIRECTORS REACHES 150, THE FORMULA FOR THE ENTITLEMENT OF A STATE UNIT ON THE BOARD OF DIRECTORS SHALL BE ADJUSTED TO MAINTAIN THE TOTAL OF STATE DIRECTORS AT 150.

Article V. Board of Directors

Section 1. Composition.

The Board shall consist of (a) at least one (1) director from each association affiliated with the Association as a state affiliate, (b) at least one (1) director for the Retired members of the Association, and (c) at least one (1) director for the Student members of the Association.

Each state unit shall be entitled to an additional director for each 20,000 Active members of the Association [.], provided that if the number of state directors reaches one hundred fifty (150), the number of directors to which the state units are entitled shall be adjusted to prevent the total from exceeding one hundred fifty (150). The Board of Directors shall adopt rules for implementing this provision. The Student members of the Association shall be entitled to an additional director for each 20,000 Student members. The Retired members of the Association shall be entitled to an additional director for each 20,000 Retired members.

(No change in remainder of section.)

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Jane R. Stern, Maryland

PROPOSED AMENDMENTS TO THE NEA BYLAWS

AMENDMENT A-7
(Requires a majority vote)

Title: TO REDEFINE ACTIVE MEMBERSHIP AS OPEN TO (i) ANY PERSON EMPLOYED BY OR IN A PUBLIC SCHOOL DISTRICT, PUBLIC OR PRIVATE COLLEGE OR UNIVERSITY, OR OTHER PUBLIC INSTITUTION DEVOTED PRIMARILY TO EDUCATION REGARDLESS OF THE INDIVIDUAL'S FUNCTIONS AT THE WORK SITE AND REGARDLESS OF HIS OR HER ACTUAL EMPLOYER AND (ii) ANY PERSON EMPLOYED BY A PUBLIC SECTOR EMPLOYER OTHER THAN A SCHOOL DISTRICT, COLLEGE OR UNIVERSITY, OR OTHER INSTITUTION DEVOTED PRIMARILY TO EDUCATION BUT EMPLOYED PRIMARILY TO PERFORM EDUCATIONAL FUNCTIONS; AND TO CONTINUE UNDER CERTAIN CIRCUMSTANCES THE ELIGIBILITY OF ACTIVE MEMBERS WHO HAVE BEEN LAID OFF OR DISCHARGED.

Bylaw 2. Membership

2-1. Classes.

b. Active membership shall be open to any person (i) who is [engaged in or who is on a limited leave of absence from professional educational employment; (ii) who is employed in or who is on a limited leave of absence from an educational support position in a school district, college or university, or other institution devoted primarily to educational work; or (iii)] employed by or in a public school district, public or private college or university, or other public institution devoted primarily to education, regardless of the specific nature of the functions that the person performs at the work site and regardless of who actually employs the person; (ii) who is employed by a public sector employer other than a school district, college or university, or other institution devoted primarily to education but who is employed primarily to perform educational functions; (iii) who is on limited leave of absence from the employment described in items (i) and (ii) above; or (iv) who is serving as an executive officer of the Association or of a state or local affiliate. The Association shall continue to allow Active membership to those Active members (i) who have been laid off due to a reduction in force for as long as such persons are eligible to be recalled, or for three (3) years, whichever is longer; or (ii) who have been discharged for as long as a legal challenge to such discharge is pending.

An Active member who is engaged in or on a limited leave of absence from professional educational employment shall hold or shall be eligible to hold a baccalaureate or higher degree or the regular teaching, vocational, or technical certificate required by his or her employment or shall be an exchange teacher who is regularly employed as a teacher in another country....

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Harvey B. Press, Rhode Island

AMENDMENT A-8
(Requires a majority vote)

Title: TO PROVIDE THAT THE ASSOCIATION SHALL NOT ACCEPT AS ACTIVE MEMBERS, OR AFFILIATE A LOCAL ASSOCIATION THAT IS NOT COMPRISED PREDOMINANTLY OF, PERSONS WHO ARE NOT ELIGIBLE FOR ACTIVE MEMBERSHIP IN THE STATE AFFILIATE UNLESS CERTAIN SPECIFIED CONDITIONS ARE MET.

Bylaw 2. Membership

2-1. Classes.

b. Active membership shall be open to any person.... (No change in first two paragraphs.)

Active membership is limited to persons who support the principles and goals of the Association and maintain membership in the local and state affiliates where eligible. The Association shall not accept as Active members persons who are not eligible for active membership (or the equivalently designated membership category) in the state affiliate, unless the state affiliate (i) by action of its board of directors (or equivalent governing body) approves such acceptance, and (ii) enters into an agreement with the Association pursuant to which the state affiliate agrees to function as the Association's agent for the delivery of Association services and programs to the members in question. Approval by and a service agreement with the state affiliate shall not be prerequisites to the Association's acceptance into Active membership of persons who are not eligible for active membership (or the equivalently designated membership category) in the state affiliate if said persons are members of a local affiliate that (i) is comprised predominantly of persons who are not eligible for active membership in the state affiliate and (ii) was a local affiliate of the Association as of the effective date of this amendment.

Bylaw 8. Affiliates and Special Interest Groups

8-7 Standards for Local Affiliates.

The Association shall not affiliate a local association unless it meets the following minimum standards:

a. through c. No change.

d. The affiliate is comprised predominantly of persons who are eligible for active membership (or the equivalently designated membership category) in the state affiliate, unless the state affiliate by action of its board of directors (or equivalent governing body) approves such affiliation. This requirement shall not apply to any local association that was an affiliate of the Association as of the effective date of this amendment.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rule)
Contact person: VirginiaAnn G. Shadwick

AMENDMENT A-9
(Requires a majority vote)

Title: TO REDEFINE STUDENT MEMBERSHIP AS OPEN TO ANY STUDENT WHO IS ENROLLED IN A PROGRAM THAT PREPARES THE STUDENT FOR EMPLOYMENT IN A POSITION THAT WOULD MAKE HIM OR HER ELIGIBLE FOR ACTIVE MEMBERSHIP.

Bylaw 2. Membership

2-1. Classes.

c. Student membership shall be open to any student (i) who is enrolled in [or preparing for a program of study in an accredited institution of higher learning that qualifies the student for a career in education] a program that is preparatory for employment in a position that would make him or her eligible for Active membership or (ii) who is serving as chairperson of the NEA Advisory Committee of Student Members, except that any person who has ever been eligible for Active membership through professional educational employment shall not be eligible for Student membership. Student members shall be eligible to be voting delegates at the Representative Assembly. Student members shall maintain membership in the state affiliate provided the affiliate has a membership category for student members.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Donald S. Karcheski, Connecticut

AMENDMENT A-10
(Requires a majority vote)

Title: TO REDEFINE RETIRED MEMBERSHIP AS OPEN TO ANY PERSON (i) WHO IS AT LEAST FORTY-FIVE (45) YEARS OF AGE OR WHO IS ELIGIBLE TO RECEIVE A PENSION FROM AN EDUCATIONAL EMPLOYMENT RETIREMENT SYSTEM (INCLUDING SOCIAL SECURITY) AND (ii) WHO WAS EMPLOYED FOR AT LEAST FIVE (5) YEARS IN A POSITION THAT QUALIFIED HIM OR HER FOR ACTIVE MEMBERSHIP BUT WHO IS NO LONGER SO EMPLOYED.

Bylaw 2. Membership

2-1. Classes.

d. Retired membership shall be open to any [retired employee of a school district, college or university, or other institution devoted primarily to educational work] person who is at least forty-five (45) years of age or who is eligible to receive a pension from an educational employment retirement system (including Social Security), and who was employed for at least five (5) years in a position that qualified him or her for Active membership but who is no longer so employed. Retired membership is limited to persons who support the purposes and programs of the Association. Retired members shall maintain membership in the state affiliate provided the affiliate has a membership category for retired members and provided the affiliate grants such members at least the right to serve as delegate to its delegate assembly or equivalent body and to be counted toward the representation entitlement for such body.

Retired members shall have the right to vote, to hold elective or appointive positions in the Association, and to be counted toward the representation entitlement for the Board of Directors and the Representative Assembly as provided in the Constitution and Bylaws.

Retired members shall be eligible to receive benefits and services of the Association authorized by the Board of Directors.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Donald S. Karcheski, Connecticut

AMENDMENT A-11
(Requires a majority vote)

Title: TO PROVIDE THAT THE OPTION TO JOIN THE NEA AS A SUBSTITUTE MEMBER SHALL BE AVAILABLE ONLY TO AN EDUCATIONAL EMPLOYEE WHO IS EMPLOYED IN A STATE IN WHICH THE STATE AFFILIATE HAS A SUBSTITUTE MEMBERSHIP CATEGORY; AND TO PROVIDE FOR UNIFICATION OF SUCH SUBSTITUTE MEMBERS.

Bylaw 2. Membership

2-1. Classes.

e. Unless otherwise provided herein, an educational employee employed on a day-to-day basis who is eligible for membership in the Active category shall have the option of joining the Association as a Substitute member, unless said employee is [drawing educational retirement benefits and is] eligible for NEA Retired membership. The option to join the Association as a Substitute member shall be available only to an educational employee who is employed in a state in which the state affiliate has a substitute membership category and who maintains membership in the state affiliate's substitute membership category. Substitute members shall receive Educators Employment Liability coverage and other benefits and services authorized by the Board of Directors. Educational employees employed on a day-to-day basis who are included in a bargaining unit with full-time educational employees shall be eligible only for Active membership.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates

The Association shall not affiliate a state association unless it meets the following minimum standards:

c. The affiliate shall require membership in the Association and in its local affiliate where eligible... (No change in second and third paragraphs)

The affiliate shall require Substitute membership in the Association for its substitute members.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Grainger L. Ledbetter, Arkansas

AMENDMENT A-12
(Requires a majority vote)

Title: TO REQUIRE THAT AN INDIVIDUAL WHO IS ELIGIBLE FOR MORE THAN ONE (1) MEMBERSHIP CATEGORY SHALL JOIN THE ASSOCIATION IN THE CATEGORY THAT PROVIDES THE GREATEST DEGREE OF PARTICIPATION IN ASSOCIATION GOVERNANCE.

Bylaw 2. Membership

2-1. Classes.

i. Unless these Bylaws provide otherwise, a person who is eligible for more than one (1) membership category shall join the Association in the membership category that provides the greatest degree of participation in Association governance. A member may appeal the assigned class of membership to the Board of Directors.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Grainger L. Ledbetter, Arkansas

AMENDMENT A-13
(Requires a majority vote)

Title: TO PROVIDE THAT THE EXECUTIVE COMMITTEE RATHER THAN THE BOARD OF DIRECTORS SHALL HAVE AUTHORITY TO MAKE THE FINAL DETERMINATION AS TO THE MEMBERSHIP CATEGORY TO WHICH A MEMBER SHALL BE ASSIGNED.

Bylaw 2. Membership

2-1. Classes.

i. A member may appeal the assigned [class] category of membership to the [Board of Directors] Executive Committee, which shall have authority to make the final determination in this regard.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Grainger L. Ledbetter, Arkansas

AMENDMENT A-14
(Requires a majority vote)

Title: TO PROVIDE THAT A LOCAL OR STATE AFFILIATE WHOSE MEMBERSHIP INCLUDES MORE THAN ONE (1) OF THE THREE (3) JOB CATEGORIES ELIGIBLE FOR ASSOCIATION ACTIVE MEMBERSHIP MAY ALLOCATE CATEGORY 1 DELEGATE POSITIONS TO NON-SUPERVISORY ACTIVE MEMBERS EMPLOYED IN PREKINDERGARTEN THROUGH SECONDARY INSTRUCTIONAL, EDUCATIONAL SUPPORT, OR HIGHER EDUCATION FACULTY POSITIONS IN PROPORTION TO THE NUMBER OF SUCH MEMBERS TO THE TOTAL CATEGORY 1 MEMBERSHIP OF THE AFFILIATE.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes.

Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position. Representation from state and local affiliates which include in their membership more than one (1) of the three (3) job categories eligible for Association Active membership (i.e., nonsupervisory Active members in prekindergarten through secondary instructional positions, educational support positions, or higher education faculty positions) may, at the option of the state and local affiliates, be on the basis of proportional representation by job category. A delegate elected to represent an affiliate shall be a member of that affiliate.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Jane R. Stern, Maryland

AMENDMENT A-15
(Requires a majority vote)

Title: TO PROVIDE THAT, IF ADDITIONAL DELEGATE POSITIONS ARE ALLOCATED TO A STATE AFFILIATE ON THE BASIS OF NEA ACTIVE MEMBERS WHO ARE NOT MEMBERS OF THE STATE AFFILIATE, ONLY THE LATTER MEMBERS OF THE ASSOCIATION MAY BE ELECTED TO THE ADDITIONAL DELEGATE POSITIONS.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates....

Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position. A delegate elected to represent an affiliate shall be a member of that affiliate, provided that if additional delegate positions are allocated to a state affiliate on the basis of Active members of the Association within a state who are not also members of the state affiliate, only the latter members of the Association may be elected to such additional delegate positions.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: David A. Lebow, California

AMENDMENT A-16
(Requires a majority vote)

Title: TO PROVIDE THAT THE SECRETARY-TREASURER RATHER THAN THE VICE-PRESIDENT SHALL SERVE AS CHAIRPERSON OF THE COMMITTEE ON PROGRAM AND BUDGET; AND TO PROVIDE THAT THE VICE-PRESIDENT SHALL BE A MEMBER OF THE COMMITTEE.

Bylaw 4. Executive Officers

4-3. Powers and Duties of the Vice-President

The Vice-President shall—

b. Advise and assist the President and the Committee on Program and Budget in preparing the budget.

[b] c. Serve [as chairperson of] on the Committee on Program and Budget; and

(No change in section c)

4-5. Powers and Duties of the Secretary-Treasurer.

The Secretary-Treasurer shall—

b. [Advise and assist the President and the Committee on Program and Budget in preparing the budget] Serve as chairperson of the Committee on Program and Budget;

c. [Serve on the Committee on Program and Budget]

(Reletter section d as c.)

(Editorial changes will be made throughout the governing documents to accommodate this amendment if adopted.)

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Donald S. Karcheski, Connecticut

AMENDMENT A-17
(Requires a majority vote)

Title: TO PROVIDE THAT, IN AN ELECTION FOR AN NEA DIRECTOR, IF THERE IS ONLY ONE (1) CANDIDATE FOR THE POSITION, THE ELECTION MAY BE WAIVED AND THE CANDIDATE DECLARED ELECTED.

Bylaw 5. Board of Directors

5-1. Election.

a. A majority vote of those voting shall be necessary to elect an NEA director. Except as otherwise provided in Article V of the Constitution, members of the Board of Directors shall be elected by secret ballot for each individual office (i) by the Active NEA members within each state or (ii) by the NEA members elected to serve as delegates to the state representative body, but only if all Active NEA members in the state who meet all other relevant requirements are eligible to vote for and serve as delegates to the state representative body. Retired directors shall be elected by secret ballot for each individual office by the duly elected retired delegates to the NEA Representative Assembly. Student directors shall be elected by duly elected

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student delegates to the NEA Representative Assembly. In an election for NEA director, if there is only one (1) candidate for the position, the election may be waived and the candidate declared elected.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Harvey B. Press, Rhode Island

AMENDMENT A-18

(Requires a majority vote)
Title: TO ADD CERTAIN AUDITING AND FINANCIAL REPORTING REQUIREMENTS AS AFFILIATION STANDARDS FOR STATE AFFILIATES.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

(No change in sections a through c)

d. The affiliate shall have an end-of-year audit conducted by an independent certified public accounting firm in accordance with generally accepted auditing standards at least every other year, and an end-of-year audit review for any year in which an audit is not conducted. This audit or audit review shall be presented to the board of directors (or equivalent governing body) of the state affiliate, and a copy of the complete audit or audit review report (including the auditor's opinion letter and the financial statements and footnotes thereto), together with any management letter received from the auditor shall be provided to the Association within twenty (20) days after it is presented to the board of directors of the state affiliate.

The affiliate shall submit a copy of its annual budget to the Association within twenty (20) days after it is adopted by the appropriate governing body of the state affiliate.

(No change in subsections e through g.)

[d.] h. The affiliate shall be reviewed by the Association to determine compliance with minimum standards for affiliation at least once every five (5) years.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Martha Karlovetz, Missouri

AMENDMENT A-19

(Requires a majority vote)
Title: TO SET FORTH A PROCEDURE BY WHICH THE ASSOCIATION MAY ESTABLISH A TRUSTEESHIP RELATIONSHIP WITH A STATE AFFILIATE FOR A LIMITED PERIOD OF TIME AND FOR SPECIFIED REASONS.

8-12. Trusteeships Over State Affiliates.

a. The Association may establish a trusteeship over an affiliated state association for the purpose of (i) correcting corruption or financial malpractice or (ii) restoring democratic procedures.

b. If the Executive Committee determines, by a two-thirds (2/3) vote, that there is adequate cause under section (a) of this bylaw to establish a trusteeship, it shall recommend to the Board of Directors that a trusteeship be established. As soon as possible after said vote, the President shall send to the Board of Directors a copy of the recommendation of the Executive Committee, and shall include with said recommendation a written statement setting forth the basis for the Executive Committee's determination that there is adequate cause for the establishment of a trusteeship. The written statement shall be sufficiently specific so as to enable the state association to prepare a defense.

Any action taken by the state association to disaffiliate from the National Education Association after the Executive Committee has made an adequate cause determination pursuant to section (b) of this bylaw, or has established an immediate trusteeship pursuant to section (g) of this bylaw, shall be of no effect.

c. A recommendation by the Executive Committee to establish a trusteeship shall be acted upon by the Board of Directors at its next regularly scheduled meeting or at a special meeting called for that purpose, occurring at least forty (40) days after the Board of Directors has received said recommendation.

At least thirty (30) days prior to the meeting of the Board of Directors at which the recommendation of the Executive Committee is to be acted upon, the President shall send to the state association a notice advising it of the recommendation of the Executive Committee and setting forth the date, time, and place of the meeting of the Board of Directors at which said recommendation shall be acted upon. The President shall include with said notice a copy of the written statement that was submitted to the Board of Directors pursuant to section (b) of this bylaw and a copy of the rules and procedures that shall be followed by the Board of Directors in acting upon the Executive Committee's recommendation.

A hearing shall be held before the Board of Directors, pursuant to rules and procedures adopted by the Board of Directors for such purpose to determine whether to establish a trusteeship. The Board of Directors may delegate to a committee consisting of not less than eleven (11) Board of Director members, none of whom may be members of the Executive Committee, the responsibility to receive evidence and hear arguments in the first instance, provided that the final decision regarding the establishment of a trusteeship shall be made by the full Board of Directors, and all interested parties shall have an adequate opportunity to present their views on the matter to the full Board of Directors before the final decision is made.

On the basis of the evidence and arguments presented at the hearing, the Board of Directors shall vote on the question of whether a trusteeship should be established. If more than one-third (1/3) of the members of the Board of Directors who vote on the question vote "no," the recommendation of the Executive Committee shall have been rejected. If two-thirds (2/3) or more of the members of the Board of Directors who vote on the question vote "yes," the recommendation of the Executive Committee shall have been accepted, in which event a trusteeship shall be established over the state association as of the announcement of the vote. As soon as possible after said vote, the Executive Committee shall appoint a trustee.

d. Subject to the control and direction of the Executive Committee, a trustee shall have the power to:

(1) conduct the affairs of the state association, including supervisory control over its officers, employees, and other representatives;

(2) take possession of the books, records, funds, and other assets of the state association, to be held in trust for and used only in the proper conduct of its affairs;

(3) remove officers and staff of the state association and replace them if deemed appropriate for the duration of the trusteeship; and

(4) take such other actions as in a trustee's judgment are necessary for the preservation of the rights and interests of the National Education Association and the members of the state association.

The Executive Committee shall have the right, with or without cause, to replace a trustee at any time.

Reasonable expenses incurred by a trustee in the performance of his or her functions shall be paid out of the funds of the state association, if available; otherwise, such expenses shall be paid by the National Education Association.

e. The Executive Committee shall terminate a trusteeship as soon as the cause for its establishment has been remedied. If the Executive Committee rejects a request from the board of directors (or equivalent governing body) of a state association to terminate a trusteeship, the state association shall have the right to appeal to the NEA Board of Directors, provided that no such appeal may be taken within three (3) months after the decision of the NEA Board of Directors on a prior appeal.

Prior to the termination of a trusteeship, a trustee shall conduct an election, in accordance with the applicable provisions of the governing documents and policies of the state association and the National Education Association, to fill, as of the date of such termination, officer positions vacated by removal or departure of former incumbents. As of the date of termination of a trusteeship, a trustee shall return control of the books, records, funds, and other assets of the state association to its appropriate officers. A trustee shall make a final accounting of a trusteeship and submit copies to the Board of Directors and the state association.

f. No financial obligation or liability of the state association which may exist at the time a trusteeship is established, or which may be incurred during a trusteeship, shall be assumed by or become an obligation of the National Education Association.

g. Notwithstanding anything to the contrary in this bylaw, in case of emergency, where the best interests of the state association or the National Education Association require, the Executive Committee may, by unanimous vote of all members of the Executive Committee (excluding any member who is or was a member of the state association in question), establish an immediate trusteeship over the state association without action by the Board of Directors. In such a case, the matter shall be submitted to the Board of Directors, which may affirm or reverse the action of the Executive Committee pursuant to the procedure set forth in section (c) of this bylaw, provided that if the Board of Directors does not take action within sixty (60) days following establishment of a trusteeship by the Executive Committee, said trusteeship shall automatically terminate.

h. If the Board of Directors establishes a trusteeship or refuses to terminate an established trusteeship, the state association shall have the right to appeal to the Representative Assembly, provided that written notice of such appeal is filed with the President by at least ten (10) percent of the active members in good standing of the state association or by a three-fourths (3/4) vote of the highest governing body of state association within forty-five (45) days after the decision of the Board of Directors is made known to the state association. The Representative Assembly shall rule on the appeal at its first meeting occurring after the President receives the written notice of appeal.

Pending an appeal to the Representative Assembly, the decision of the Board of Directors shall remain in full force and effect.

i. The Board of Directors shall adopt such rules and procedures as may be necessary to implement this bylaw.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Martha Karlovetz, Missouri

AMENDMENT A-20

(Requires a majority vote)
Title: TO PROVIDE THAT THE ASSOCIATION SHALL NOT CHARTER MORE THAN ONE (1) STATE AFFILIATE WITHIN THE SAME JURISDICTIONAL BOUNDARIES; AND TO PROVIDE THAT, EXCEPT FOR THE DISTRICT OF COLUMBIA, THE ASSOCIATION SHALL NOT CHARTER ANY ASSOCIATION REPRESENTING ONLY THE NEA MEMBERS IN A CITY AS A STATE AFFILIATE.

8-17. Charter for Affiliation.

a. The Association shall charter no more than one (1) local affiliate within the same jurisdictional boundaries, [and no more than one (1) state affiliate within the same jurisdictional boundaries,] with the exception that local affiliates not competing for the same category of membership may be chartered. Where two (2) or more [governance] local affiliates of the same category of membership qualify for affiliation in the same jurisdictional boundaries, the Association shall charter the prospective local affiliate with the greater number of active members.

b. The Association shall charter no more than one (1) state affiliate within the same jurisdictional boundaries.

8-20. Dual Affiliates.

Except as otherwise provided in Bylaw 8-17 of these Bylaws, [T]the Association shall not create dual affiliates within the legal boundaries of any local, state, or other jurisdictional boundaries. Except for the association representing Association members in the District of Columbia, [T]there shall be no affiliation of any association representing Association members only in a city as a separate state [association or] affiliate.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Harvey B. Press, Rhode Island

AMENDMENT A-21

(Requires a majority vote)
Title: TO REDEFINE THE FUNCTIONS OF SUPERVISORS AND ADMINISTRATORS TO INCLUDE EVALUATION; AND TO SPECIFY THAT A PERSON SHALL NOT BE DEEMED A SUPERVISOR OR ADMINISTRATOR (i) IF THE EXERCISE OF SUCH AUTHORITY IS ROUTINE OR CLERICAL IN NATURE AND DOES NOT CALL FOR INDEPENDENT JUDGMENT; (ii) SOLELY BECAUSE OF THE AUTHORITY THAT HE OR SHE EXERCISES IN REGARD TO A SECRETARY, AIDE, OR OTHER PERSONAL ASSISTANT; OR (iii) SOLELY BECAUSE HE OR SHE PARTICIPATES IN A PEER REVIEW OR OTHER PROGRAM THAT INVOLVES THE PERSON IN THE OCCASIONAL EVALUATION OF EMPLOYEES.

Bylaw 12. Definitions

12-1. Definitions of Terms.

As used in the Charter, the Constitution, these Bylaws, and the Standing Rules, the Association adopts and adheres to the following definition of terms.

a. through d. No change.

e. *Supervisor and administrator.* Supervisor and administrator shall mean any person who has continuing authority to hire, evaluate, transfer, discipline, dismiss, or otherwise direct employees or to effectively recommend any of the aforesaid actions. A person shall not be deemed a supervisor or administrator: (i) If the exercise of such authority is routine or clerical in nature and does not call for the exercise of independent judgment; (ii) solely because of the authority that he or she exercises in regard to a secretary, aide, or other personal assistant; or (iii) solely because he or she participates in a peer review program or other program which involves said person on an occasional basis in the evaluation of employees.

(No change in sections f and g.)

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Reg Weaver, Illinois

PART B

Additional Amendments Submitted Pursuant to Article IX, Section 1, and Standing Rule 9

PROPOSED AMENDMENTS TO THE NEA STANDING RULES

STANDING RULE AMENDMENT B-1

(Requires a majority vote)
Title: TO PROVIDE THAT ANY COMPLAINT OR QUESTION REGARDING THE ISSUANCE OF CREDENTIALS SHALL BE SUBMITTED IN WRITING TO THE CREDENTIALS COMMITTEE NO LATER THAN JUNE 1.

Rule 1. Credentials Committee

A. Composition. No change.

B. Duties. The committee shall be responsible for the supervision of the accreditation and registration of delegates to the Representative Assembly.

Any complaint or question regarding the issuance of credentials shall be submitted in writing to the committee no later than June 1. After June 1, the committee shall not entertain a challenge if it is based on information that was known or that reasonably should have been known prior to that date.

The chairperson of the Credentials Committee....

Submitted in accordance with Standing Rule 9.B.1. (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Bettie Black, Oklahoma

STANDING RULE AMENDMENT B-2

(Requires a majority vote)
Title: TO INCORPORATE INTO THE STANDING RULES THE POLICY ON THE USE OF EXHIBIT AND FUNDRAISING AREAS THAT WAS ADOPTED BY THE 1992 REPRESENTATIVE ASSEMBLY.

Rule 11. Distribution of Materials

(New section C)

C. The following rules shall apply to the use of exhibit and fundraising areas at the NEA Annual Meeting:

1. NEA affiliates, delegates, and caucuses shall be permitted to use the exhibit and fundraising areas to distribute material or disseminate information related to the Association's agenda, including material or information that is contrary to or advocates a change in NEA policy. The material distributed or information disseminated may be prepared by the affiliates, delegates, and caucuses themselves, or the affiliates, delegates, and caucuses may distribute material or disseminate information prepared by groups external to the Association.

2. Groups external to the Association shall be permitted to use the exhibit area to distribute material or disseminate information related to the Association's agenda, provided that such material is not contrary to or does not advocate a change in NEA policy.

3. Groups that do not adhere to NEA policies and resolutions on nondiscrimination shall not be permitted to use the exhibit area to distribute material or disseminate information of any kind.

4. The Association may prohibit the distribution of any material or the dissemination of any information that is disruptive or offensive (i.e., obscene or in bad taste).

Submitted in accordance with Standing Rule 9.B.1. (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Bettie Black, Oklahoma

STANDING RULE AMENDMENT B-3

(Requires a majority vote)
Title: TO INCORPORATE INTO THE STANDING RULES THE POLICY ON THE USE OF EXHIBIT AND FUNDRAISING AREAS THAT WAS ADOPTED BY THE 1992 REPRESENTATIVE ASSEMBLY WITH A REVISED STANDARD IN PARAGRAPH 4.

Rule 11. Distribution of Materials

C. The following rules shall apply to the use of exhibit and fundraising areas at the NEA Annual Meeting:

1. NEA affiliates, delegates, and caucuses shall be permitted to use the exhibit and fundraising areas to distribute material or disseminate information related to the Association's agenda, including material or information that is contrary to or advocates a change in NEA policy. The material distributed or information disseminated may be prepared by the affiliates, delegates, and caucuses themselves, or the affiliates, delegates, and caucuses may distribute material or disseminate information prepared by groups external to the Association.

2. Groups external to the Association shall be permitted to use the exhibit area to distribute material or disseminate information related to the Association's agenda, provided that such material is not contrary to or does not advocate a change in NEA policy.

3. Groups that do not adhere to NEA policies and resolutions on nondiscrimination shall not be permitted to use the exhibit area to distribute material or disseminate information of any kind.

4. The Association may prohibit the distribution of any material or the dissemination of any information that is obscene.

Submitted in accordance with Standing Rule 9.B.1.a (by petition of at least 25 delegates)
Contact person: Christine Nowak, New York

PROPOSED AMENDMENTS TO THE NEA CONSTITUTION

AMENDMENT B-1

(Requires a 2/3 vote)
Title: TO PROVIDE THAT RETIRED AND STUDENT DIRECTORS SHALL BE EX-OFFICIO DELEGATES TO THE NEA REPRESENTATIVE ASSEMBLY FOR ALL PURPOSES EXCEPT FOR VOTING IN ELECTIONS FOR ASSOCIATION OFFICERS.

Article III. Representative Assembly

Section 3. Election of Delegates.

b. Election to the Board of Directors by the Active NEA members within the state shall constitute election to the Representative Assembly for all purposes.

Election to the Board of Directors by the Active NEA members elected to serve as delegates to the state representative body shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Election to the Board of Directors as a retired or student director shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Election to executive office or to the Executive

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Committee shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

Election to the presidency of a state affiliate by vote of members in the state who are eligible to vote in such election shall constitute election to the Representative Assembly for all purposes.

Election to the presidency of a state affiliate by the state representative body shall constitute election to the Representative Assembly for all purposes except voting in elections for Association officers.

(No change in subsection c)

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Bettie Black, Oklahoma

AMENDMENT B-2
(Requires a 2/3 vote)

Title: TO PROVIDE THAT ALL COMMITTEES SHALL BE COMPRISED OF REPRESENTATIVES OF EACH OF THE CORE MEMBERSHIP GROUPS IN PROPORTION TO THE GROUP'S MEMBERSHIP IN THE ASSOCIATION.

Article III. Representative Assembly

Section 6. Committees.

All appointive bodies of the Association except the Review Board shall be designated by the term committee. A Committee on Constitution, Bylaws, and Rules shall be established by the Representative Assembly. All other committees shall be established or discontinued as provided in the Bylaws. All committees [except the Standing Committee on Educational Support Personnel and the Advisory Committee of Student Members shall comprise at least seventy-five (75) percent classroom teachers] shall be comprised of representatives of each of the core membership groups in proportion to its respective membership percentage. There shall be a minimum of twenty (20) percent ethnic-minority representation on each committee.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: James G. Ewing, Connecticut

AMENDMENT B-3
(Requires a 2/3 vote)

Title: TO PROVIDE THAT THE NEA EXECUTIVE COMMITTEE SHALL INCLUDE AT LEAST ONE (1) PERSON EMPLOYED IN AN EDUCATIONAL SUPPORT POSITION AND AT LEAST ONE (1) PERSON WHO IS A HIGHER EDUCATION FACULTY MEMBER.

Article VI. Executive Committee

(New section d)

d. The Executive Committee shall include at least one (1) person who is employed in an educational support position and at least one (1) person who is a higher education faculty member. The Representative Assembly shall elect additional Executive Committee members as appropriate to assure such educational support employee and higher education faculty member representation.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: VirginiaAnn G. Shadwick, California

PROPOSED AMENDMENTS TO THE NEA BYLAWS

AMENDMENT B-4
(Requires a majority vote)

Title: TO PROVIDE THAT THE REPRESENTATIVE ASSEMBLY ANNUALLY SHALL VOTE WHETHER TO RETAIN ACTIVE MEMBERSHIP DUES FOR THE SUCCEEDING MEMBERSHIP YEAR AT THE LEVEL OF THE CURRENT YEAR OR WHETHER TO APPLY THE FORMULA SET FORTH IN BYLAW 2-7.a.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members engaged in or on limited leave of absence from professional educational employment shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research. The Representative Assembly annually will determine either to hold at the current level of dues or apply the above formula for the succeeding year.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Fran Dixon, Florida

AMENDMENT B-4-A
(Requires a majority vote)

Title: TO PROVIDE THAT, BEGINNING WITH THE 1994-95 MEMBERSHIP YEAR AND CONTINUING THROUGH THE 2003-04 MEMBERSHIP YEAR, THE DUES OF ACTIVE MEMBERS ENGAGED IN PROFESSIONAL EDUCATIONAL EMPLOYMENT SHALL BE AN AMOUNT CALCULATED ACCORDING TO THE FORMULA SET FORTH IN BYLAW 2-7.a PLUS AN ADDITIONAL ONE DOLLAR ($1) FOR THE ENDOWMENT FUND OF THE NATIONAL FOUNDATION FOR THE IMPROVEMENT OF EDUCATION.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members engaged in or on limited leave of absence from professional educational employment shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research. Beginning with the 1994-95 membership year and continuing through the 2003-04 membership year, the dues of Active members engaged in or on a limited leave of absence from professional educational employment shall be an amount calculated pursuant to the foregoing formula plus an additional one dollar ($1) to be allocated to the endowment fund of the National Foundation for the Improvement of Education.

The dues of an Active member who has left professional educational employment.... (No change in remainder of Bylaw.)

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Susie C. Jablinske, Maryland

AMENDMENT B-4-B
(Requires a majority vote)

Title: TO PROVIDE THAT, BEGINNING WITH THE 1994-95 MEMBERSHIP YEAR AND CONTINUING THROUGH THE 1998-99 MEMBERSHIP YEAR, THE DUES OF ACTIVE MEMBERS ENGAGED IN PROFESSIONAL EDUCATIONAL EMPLOYMENT SHALL BE AN AMOUNT CALCULATED ACCORDING TO THE FORMULA SET FORTH IN BYLAW 2-7.a PLUS AN ADDITIONAL TWO DOLLARS ($2) FOR THE ENDOWMENT FUND OF THE NATIONAL FOUNDATION FOR THE IMPROVEMENT OF EDUCATION.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members engaged in or on limited leave of absence from professional educational employment shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research. Beginning with the 1994-95 membership year and continuing through the 1998-99 membership year, the dues of Active members engaged in or on a limited leave of absence from professional educational employment shall be an amount calculated pursuant to the foregoing formula plus an additional two dollars ($2) to be allocated to the endowment fund of the National Foundation for the Improvement of Education.

The dues of an Active member who has left professional educational employment.... (No change in remainder of Bylaw.)

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Susie C. Jablinske, Maryland

AMENDMENT B-4-C
(Requires a majority vote)

Title: TO PROVIDE THAT, IN THE 1994-95 AND 1995-96 MEMBERSHIP YEARS, THE DUES OF ACTIVE MEMBERS ENGAGED IN PROFESSIONAL EDUCATIONAL EMPLOYMENT SHALL BE AN AMOUNT CALCULATED ACCORDING TO THE FORMULA SET FORTH IN BYLAW 2-7.a PLUS AN ADDITIONAL FIVE DOLLARS ($5) FOR THE ENDOWMENT FUND OF THE NATIONAL FOUNDATION FOR THE IMPROVEMENT OF EDUCATION.

Bylaw 2. Membership

2-7. Membership Dues.

a. Dues of Active members engaged in or on limited leave of absence from professional educational employment shall be .00225 times the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) plus .00055 of the national average annual salary of classroom teachers in the public elementary and secondary schools (rounded to the nearest dollar) to be allocated to UniServ grants according to the policy of the Board of Directors. The computation shall be based on salary data for the prior year as determined by NEA Research. In the 1994-95 and 1995-96 membership years, the dues of Active members engaged in or on limited leave of absence from professional educational employment shall be an amount calculated pursuant to the foregoing formula plus an additional five dollars ($5) to be allocated to the endowment fund of the National Foundation for the Improvement of Education.

The dues of an Active member who has left professional educational employment.... (No change in remainder of Bylaw.)

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Susie C. Jablinske, Maryland

AMENDMENT B-5
(Requires a majority vote)

Title: TO PROVIDE THAT AN NEA MEMBER WHOSE BASE SALARY FOR THE EMPLOYMENT THAT QUALIFIES HIM OR HER FOR NEA ACTIVE MEMBERSHIP IS LESS THAN TEN THOUSAND DOLLARS ($10,000) SHALL PAY THIRTY (30) PERCENT OF FULL DUES PROVIDED THAT THE INDIVIDUAL IS NOT AN ACTIVE MEMBER EMPLOYED IN AN EDUCATIONAL SUPPORT POSITION WHO IS ELIGIBLE FOR ONE-HALF (1/2) OF ACTIVE ESP DUES OR AN ACTIVE MEMBER EMPLOYED AS A SUBSTITUTE WHO IS ELIGIBLE FOR ONE-FOURTH (1/4) DUES PURSUANT TO BYLAW 2-7.e.

Bylaw 2. Membership

2-7. Membership Dues.

n. An NEA member whose base salary for the employment that qualifies him or her for Active membership is less than ten thousand dollars ($10,000) during a particular year shall pay thirty (30) percent of full dues for that membership year, provided that the individual is not an Active member employed in an educational support position who is eligible for one-half (1/2) dues or an Active member employed as a substitute who is eligible for one-fourth (1/4) dues pursuant to Bylaw 2-7.e.

Submitted in accordance with Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Ernest R. Therrien, Massachusetts

AMENDMENT B-6
(Requires a majority vote)

Title: TO PROVIDE THAT SERVICE AS AN ALTERNATE DIRECTOR, WHETHER PRIOR TO OR FOLLOWING SERVICE AS A STATE, AT-LARGE, STUDENT, OR RETIRED DIRECTOR, SHALL NOT BE COUNTED TOWARD THE TWO-TERM LIMIT FOR DIRECTOR POSITIONS.

Bylaw 5. Board of Directors

5-6. Alternate Directors

(New subsection g.)

g. Service as an alternate director, whether prior to or following service as a state, at-large, student, or retired director, shall not be counted toward the two-term limit for any director position.

Submitted in accordance with the Constitution, Article IX, Section 1.b (by petition of at least 50 delegates)
Contact person: Barbara R. Cole, Kansas

AMENDMENT B-7
(Requires a majority vote)

Title: TO ESTABLISH A FILING DEADLINE OF APRIL 15 FOR CANDIDATES FOR OFFICE IN REGULARLY SCHEDULED ELECTIONS OF THE THREE EXECUTIVE OFFICERS AND SIX EXECUTIVE COMMITTEE MEMBERS.

Bylaw 6: Executive Committee

6-1. Election

a. The Executive Committee shall consist of nine (9) members: President, Vice-President, Secretary-Treasurer, and six (6) members elected at large by the Representative Assembly. Two (2) of the six (6) at-large members shall be elected each year.

b. Nominations of candidates for any of the nine (9) positions on the Executive Committee shall be filed in writing with the NEA Executive Director no later than April 15 of the year in which the election is to take place. This deadline shall not apply to elections conducted to fill midterm vacancies.

Submitted in accordance with the Constitution, Article IX, Section 1.e (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact person: Barbara L. Hopley, New Hampshire

AMENDMENT B-8
(Requires a majority vote)

Title: TO CHANGE THE AMOUNT OF THE APPROPRIATION FOR CONTINGENCIES FROM AT LEAST ONE PERCENT OF THE BUDGET TO NO LESS THAN ONE MILLION DOLLARS ($1 MILLION) AND NO MORE THAN ONE (1) PERCENT.

Bylaw 11. General Finance

11-9. Budget

a and b: No change

c. The budget shall include an appropriation for contingencies of no less than one million dollars ($1 million) and no more than [at least] one (1) percent of the budget.

Submitted in accordance with the Constitution, Article IX, Section 1.d (by majority vote of the Board of Directors)
Contact person: Wayne R. Bauman, Iowa

RA Delegates to Elect NEA Leaders

Delegates to the 1993 Representative Assembly in San Francisco/Oakland/Bay Area, July 2-5, 1993, will elect an NEA president, vice-president, and two members of the Executive Committee. All officers will serve three-year terms beginning September 1, 1993.

The following candidates have filed for office and submitted statements by April 1. Candidates for each office appear in the order in which they filed for office.

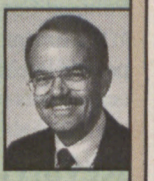
FOR PRESIDENT
Keith Geiger

Today's political environment is friendlier to and more understanding of the needs and concerns of NEA than in recent history.

This new, positive environment presents a striking challenge to the Association. While we were instrumental in changing America's *political* condition, we must now change America's *educational* condition. This is a welcome and heavy responsibility. It is important that we redouble our efforts and renew our commitment to act on behalf of America's children and education employees.

We must use our negotiating skills to bargain for better learning conditions. We must draw strength from the twin pillars of our Association: collective bargaining and the right to use our professional judgment to improve learning. We must energize and innovate. We must not let this opportunity pass.

FOR VICE-PRESIDENT
Bob Chase



Few problems in education—indeed, few problems in the life of our republic—are ever solved with finality. They may vanish for a time but they reappear often with new force.

This is a development for which our Association leadership must be prepared.

The years ahead will bring a resurrection of attacks on education and on fundamental freedoms by the Far Right.

Crises in education funding, particularly at the state level, will intensify. The problems that afflict urban centers will beset us to the limit.

Our challenge will be to remain vigilant, avoid the temptation of complacency, pursue—relentlessly and courageously—visionary strategies that will ensure our success in the battle against these recurring threats to the health of our profession and vitality of our democracy.

FOR EXECUTIVE COMMITTEE (TWO POSITIONS)
Susie C. Jablinske

Susie Chao Jablinske, a candidate for reelection to the Executive Committee, has served the united education profession at local, state, and national levels.

A special education teacher in Maryland, Susie has served six years as local president and six years on the MSTA and NEA boards of directors. She is a past NCUEA director. Nationally Susie has chaired the NEA Human Relations Committee and Desegregation Inquiry Panel, has served on the Civil Rights Committee, and is a director of the National Foundation for the Improvement of Education.

She had been an Association voice for prevention of student suicide.

Susie believes that the next three years hold the promise of great things for education employees and students and that NEA must act boldly to seize the initiative.

Kathy Bell

We are in a time of change. We are forging ahead with new designs for our schools, looking at new relationships, analyzing and streamlining our Association structure, and meeting head-on the challenges of a new political day. At the same time we are continuing to monitor and protect our members, not only at their worksites but also in the areas of race relations, individual rights, and human dignity. We need to use all avenues from collective bargaining to political action to continue our advocacy role. We must have strong and experienced leaders to face these changes and to launch our Association into the next decade.

Together we must maintain NEA's position of leadership in all facets of education.

TRENDS

Hitting Close to Home

Some political consultants have broken out in a cold sweat, fearing their politician-clients might follow through on promises to curb campaign expenditures.

We're talking big dollars here. House and Senate candidates spent slightly more than $500 million last year on their campaigns—about 30 percent more than in 1990. A survey on earlier races found about half the money went to consultants.

Ideas for curbing campaign spending vary widely, but Tom Edmonds, a Republican media specialist and president of the 500-member American Association of Political Consultants, sees the bottom line. "The extent of the regulations as proposed," he says, "could put a lot of consultants out of business."

Revolving Doors

School superintendents—especially those in big-city systems—are feeling stressed these days as school budgets are cut and demands on schools increase.

Currently, 40 of the 45 largest urban school districts in the U.S. have superintendents who have been hired in the last three years. The average tenure of a big-city superintendent is two years.

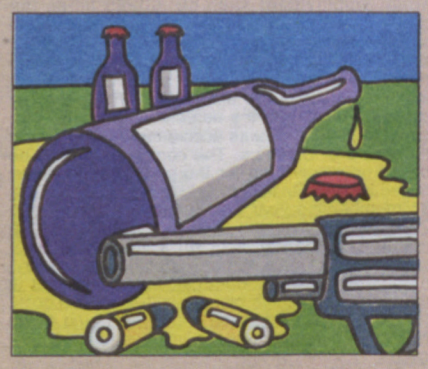
Girls' Football

Girls don't have to be satisfied with just cheering their teams from the sidelines. At least not in the Lone Star State, where the state board of education has just voted 9-3 to give girls an equal chance to play high school football.

Nationwide, equity advocates differ on the way to achieve real parity of athletic opportunity for girls. Some propose establishing separate football programs for girls, while others favor sponsoring other team sports that are likely to attract large numbers of girls.

Less than a third of girls—and more than half of boys—now participate in high school sports nationwide.

Armed and Abusive



Potentially life-threatening behaviors have been on the upsurge among students in Massachusetts, according to a report from the state's Department of Education.

More than one-third of Massachusetts high school boys say they carry arms, according to surveys of nearly 2,000 students. For all high school students, the figure has increased to 22 percent from 16 percent in 1990.

One-third admit to abusing alcohol, and about a third say they smoke regularly.

Kids Count? Maybe Not

Too many new families are getting off on the wrong foot, according to a new report on children's well-being. These families, according to the latest *KIDS COUNT* report, "begin with the odds stacked against them" for three reasons: the mother is under age 20 when she has her first baby; the mother hasn't completed high school when her first child is born; and the parents of this first baby aren't married.

The *KIDS COUNT* study measures a child's well-being in each state on 10 factors, including the percentage of children in poverty and the child death rate. The "best" states, according to *KIDS COUNT,* are New Hampshire, Minnesota, Vermont, North Dakota, and Iowa. The worst: New Mexico, Georgia, Alabama, Louisiana, and Mississippi.

The report costs $12.50, from *KIDS COUNT,* Center for the Study of Social Policy, Suite 503, 1250 Eye St., N.W., Washington, DC 20005.

Trees Are In

Across the country, school kids are planting trees, hauling trash, and recycling as environmental awareness reaches new heights.

In Jacksonville, Oregon, for example, 50 elementary kids have raised $14,000 to help turn 400 acres of town property into a park and trail system. The Jacksonville project, which captured an award in a competition sponsored by *Newsweek* magazine and Amway, was inspired by teacher and Association member Larry Smith.

EDUCATION MARKETPLACE

SUMMER SESSIONS

Seattle Summer! Visit Seattle & the beautiful Northwest. College credit courses through Antioch University: Seattle Walk, Shakespeare at Ashland, San Juan Islands, Mt. Rainier, Lake Chelan, Olympics, Orca Cruise, Mt. St. Helens, Col. River Gorge, many in-city classes. 800/445-1305 for color catalog. Ext. SS.

COMPUTER SOFTWARE

1993 Directory of Educational Software. A comprehensive reference; Pre-K/12; 30-day trial. $24; TAA, Box 2562, Columbus, IN 47202; 812/342-2136.

SUBSCRIPTIONS

You're guaranteed savings, service, and quality with the NEA Magazine Service. Save up to 80% on your favorite magazines! And, we have more than 350 to choose from! Call 800/YOUR-MAG today.

CONFERENCES

Are Schools Chemically Safe? Nat. Conf. for Safe School Envir. June 18-19. Wayne State College, Wayne, NE; 800/228-9972.

TRAVEL

Educators Bed & Breakfast Network. $25 per night for two. Private travel network. 1500 locations-US & world-wide. Annual membership fee/money-back guarantee. Box 5279, Eugene, OR 97405; 800/377-3480.

Cruise Russia Moscow-St. Petersb. Travel study-cultural exchange. 3 credits. 800/477-1918 INTRES.

Belize Educ. Trips. Teacher discount/summer. duPlooy's 011/501-92-3301 or 304/876-3301.

Vacation or Weekend in Wash. DC. Super educator rates. Single/family/student groups. Hotel Harrington 800/424-8532.

Rio Caliente Hotsprings Retreat. Holistic vacations in Mexico from $69 daily. (818) 796-5577.

PUBLICATIONS

Learn how to *Get Paid for Reading Books!* For free information on how to earn $100 per book send name, address to Calco Publishing (Dept. C-490), 500 South Broad, Meriden, CT 06450.

VIDEOS

"Coping With Combative Conduct." Safety from school violence. Write ESS, Dept. 35A, 2021 River Oaks Dr., Harlingen, TX 78552.

CAR RENTAL

NEA members get free unlimited mileage when renting a car with an advance reservation through the NEA Car Rental Program. Call your NEA/Hertz representative, toll free, at 800/654-2200 to place your reservation. And remember, we have minivans, too, not just cars!

EMPLOYMENT

Jobs for teachers/principals. SASE to NTC, Box 1257, Boston, MA 02118-1257; 617/267-3204.

Teachers/Adm: Monthly 3,500+ dist in 17 states tell us their jobs-ME to FI + OH. FREE pkt. Call Teaching Opportunity 800/969-4001.

Education Jobs—Nationwide. New lists weekly. All subjs & lvls. NESC, Dept. NEA, POB 1279, Riverton, WY 82501; 307/856-0170.

BUSINESS OPPORTUNITIES

B&B Innkeeper Home Study Kit incl. video, 3 books, + phone consult; $75; Ph. 800/926-INNS.

To place an Education Marketplace advertisement . . . Just send in your notice, with appropriate payment, to Education Marketplace at the address below. Rates: Educational Products/Services and Academic Employment Opportunities Categories: $115 per line. Display ads—$895 per column inch, 5-inch maximum. Consumer Products/Services, Summer Employment, and Business Opportunities Categories: $130 per line. Display ads—$1155 per column inch, 5-inch maximum. Deduct 10% if you're an NEA member. Please count 30 characters per line (including spaces and punctuation) for line ads, 3-line minimum. For more information, contact NEA TODAY Education Marketplace, 1201 16th St., N.W., Washington, DC 20036; 202/822-7207.

LOOKING AHEAD TO RETIREMENT

Did You Suddenly Come Into Some Money?

More and more retirees are getting cash in lump sums, mostly from home sales and retirement plan payouts. Too easily, that chunk of cash can melt away.

Suddenly, you feel rich. Maybe you inherited money, won the lottery, or received insurance policy proceeds. Or perhaps you sold your home, collected a court award, or took a retirement plan payout.

But that kind of money brings a tough question: What should you do with it?

"If I had a windfall, first I'd pay off all my bills. Then, if I could, I'd pay off the mortgages on my children's homes," says NEA-Retired member Sam McQueen of San Diego, California.

"Since I'm almost 70, there's always a possibility that I'll become disabled, so I'd keep a large sum in the bank in case someone eventually has to take care of me," he says. "But I wouldn't make any big changes in the way I live."

Like McQueen, NEA-R member Agnes Wilson-Burgess wouldn't significantly alter her lifestyle.

"I don't think I'd indulge myself too much at this stage in my life," says Wilson-Burgess, a former president of both the South Carolina Education Association and SCEA-Retired.

"I might do some traveling, but primarily I'd like to set up an after-school center for latchkey children."

Most Americans will come into at least one large sum of money during their lifetimes. Unfortunately, in most cases it won't do as much as the recipients might hope. Often, it simply creates confusion about what to do and fear of losing it all.

Unfortunately, the fear's well-founded. Several years ago, the insurance industry found that 90 percent of all people who pocketed a lump sum had nothing left after five years.

Yet good money management is simple: use common sense, and enlist expert help when you need it.

The key to preserving your new capital is a well-thought-out plan. Because windfalls can create tax complications and unusual investment opportunities, consider consulting a financial planner.

While you're making your long-term plan for the money, put it where it can earn interest—in a money-market fund, Treasury bill, or some other safe, liquid, short-term investment.

You may also want to consider an umbrella liability policy that adds enough to your auto and homeowners coverage to shield your new wealth.

Now for the taxing part: the IRS doesn't tax most gifts, inheritances, life insurance proceeds paid upon death of a policyholder, or benefits from workers' compensation, employer's group insurance plans, and accident and health insurance. You're not required to report damages received from lawsuits for personal injuries. And taxes on distributions from qualified retirement plans usually can be deferred.

On the other hand, the federal government and most states tax investment profits, most prizes and awards, and gambling winnings. State lottery winners are usually exempt from state tax.

Two of the most common lump-sum sources for older adults—home sales and retirement plan payouts—can be taxable unless you take certain precautions.

If you're age 55 or older, you qualify for a one-time exclusion of capital gains you get by selling your home. You won't owe federal tax on the first $125,000 of net gain on the sale of your home, provided you've owned and lived in the home for three of the five years prior to the sale and neither you nor your spouse has used the exclusion before.

There are two ways you can defer or postpone the tax on a distribution from a qualified retirement plan: You can roll the money into an individual retirement account (IRA) within 60 days, or you can take an annuity instead of a lump sum.

If you take payments from an annuity, tax is due only on the money as you receive it. If you roll the money into an IRA, you won't owe any taxes until you take the money out, and only the amount you withdraw will be taxed.

But if you opt to do a rollover, be aware that under a law that took effect January 1, employers must withhold 20 percent from retirement plan distributions paid out to individuals. But you still have to deposit 100 percent of your plan payout into the IRA. You have to replace the 20 percent your employer withheld.

If you decide to take your payout and roll it over yourself, plan ahead to meet this cash requirement.

You should also lower your estimated tax payments to compensate for the withholding of the distribution.

HIRING A FINANCIAL PLANNER

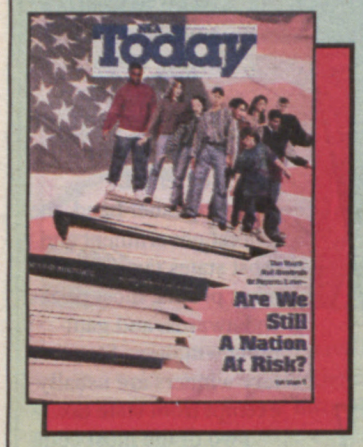
Choose a financial planner as carefully as you would choose a lawyer or a doctor. Get recommendations from other professionals and friends, or contact one of the major trade groups that represent financial planners, such as the International Association of Financial Planners (2 Concourse Pkwy., Suite 800, Atlanta, GA 30328, 404/395-1605) or the Institute of Certified Financial Planners (7600 E. Eastman Ave., Suite 301, Denver, CO 80231, 800/282-7526). Either group can provide a list of planners in your area.

Interview at least three planners before giving one your business. The following guidelines will help you conduct your interviews:

- ► Choose someone with several years of continuous experience in financial planning.
- ► Ask how the fee is structured. Some financial planners charge either a flat rate or an hourly fee and refer you to firms that sell investments. Others charge an hourly fee for planning and a commission for selling a financial product. In general, fee-only planners are more expensive than fee-plus-commission planners, but the advice of fee-only planners is more objective.
- ► Check the planner's training background carefully: The industry isn't regulated. A planner who's certified or who belongs to the International Association for Financial Planning has passed a financial planning training course.
- ► Choose a planner who's dealt with people in situations like yours.
- ► Ask about the number and size of accounts the planner handles. The larger the number or size, the less time the planner may devote to you.
- ► Inquire how often the planner will monitor your accounts and contact you about their status.
- ► Ask for references from the planner's clients.

A variety of financial services and other products, including the NEA-FDIC-Insured Money Market Account and the NEA Gold Certificate CD, are available to NEA-R members through NEA Member Benefits. For more information, call NEA Member Benefits, toll free, at 800/637-4636.

Letters



Shooting Gallery

Congratulations to *NEA Today* for criticizing the Springfield Virginia Gun Owners Foundation (Heroes & Zeroes, March). How dare that gun owners association actually encourage kids to think about a controversial issue, let alone offer them a financial incentive for opinions contrary to NEA's position.

Besides, what education professional would want to be confronted with pro-gun arguments that may be reasonable, logical, and statistically verifiable? I'm glad I can count on America's largest association of professional educators to help protect me from any dangerous ideas.

Your summary comment "Sad, but true" is indeed appropriate.

Larry Krest
Drifting, Pennsylvania

Your "zero" to the Springfield Virginia Gun Owners' Foundation for establishing an award for student writing brings me to the following conclusions:

1. You probably did not read the winning essay.
2. You probably did not experience the Los Angeles riot.
3. You don't appreciate student excellence unless it is Politically Correct.
4. You are out of touch with the majority of American citizens regarding criminal acts.
5. You believe inanimate objects are somehow capable of evil intent, a belief prevalent before AD 1600.

James C. Starbird
Van Buren, Arkansas

I am angered and offended by your belittling of a gun owners foundation for offering a $1,000 essay prize on the subject of firearms waiting periods. If this stand is the view of the NEA leadership, then the leadership does not speak for me. Nor does it speak for the hundreds of thousands of members who own firearms.

I find it appalling that a professional association wants to stifle scholarship of young people on a subject embroiled in controversy. That is elitism and it has no place in our profession.

If the NEA wants to achieve safe schools, then it must do what it does best—educate. Any student of history knows that there is no correlation between human behavior and inanimate objects. The mid-state region of Pennsylvania has seen more than a half dozen homicides by stabbing in the past year. Would the NEA deplore the ownership of knives?

In order to reduce crime, we must reduce our love of violence in entertainment. We must create early childhood intervention programs that teach peaceful solutions to conflict. And we must push for a criminal justice system that works.

Brian W. Smith
Mt. Holly Springs, Pennsylvania

Credibility Gap

I could not believe my eyes as I read NEA's interview of Senator Carol Moseley Braun (Meet, March). All the interview questions were upbeatsy-weetsy. Not once did the interviewer ask Senator Braun about the cloud of allegations surrounding her misuse of welfare funds, charges of sexual harassment by her own staff, or misuse of other funds.

As an NEA member, I would like to know why you did not ask Senator Braun the hard questions. This kind of sugar-coated interviewing and reporting just causes members to view all of the other articles with suspicion.

Fred Johnson
Pittsburgh, Pennsylvania

Breathless Thanks

I've waited 60 years for an educational source with clout to inform teachers, especially physical education instructors, that asthmatic students have unique problems (Student Health, March).

The only *C*s on my transcripts were the result of my inability to exert, be exposed to extremely cold air, or lie on cold gym floors for exercise. I learned early on that such activities would cost two or three weeks out of school, but instructors only viewed this as malingering.

On behalf of all presently asthmatic students, I say thanks.

Leslie Kaylor
Brewton, Alabama

Safe Haven?

I appreciate the way NEA continues to put the students at the top of the agenda! Regardless of the many problems they may face, NEA strives for equality in education and achieving student success in school and in life.

"Looking for a Safe Haven" (Sounding Board, March) spoke to the protection of gay, lesbian, and bisexual students. Many students in our schools are struggling with their sexual identity and paying the price through physical, verbal, and psychological violence placed upon them.

Sensitivity and understanding definitely need to be built in the school environment among staff and students. Too often this issue is ignored or seen with strong objection. Those who choose to ignore the subject and those who object are fostering misunderstanding and unacceptance.

Help is offered to pregnant teens and to students with alcohol and drug problems, yet this struggle is seen as immoral, unimportant, or nonexistent.

Mark Downey
Versailles, Kentucky

Richard Gurney challenges educators to take a more active role in support of gay, lesbian, and bisexual students, in part because our "homes and churches haven't dealt with the issue."

I disagree. In homes and churches across America, many parents, pastors, and teachers have dealt with the issue of homosexuality. We have thoughtfully considered the often contradictory array of facts and opinions, and many of us (NEA members included) are convinced that homosexuality is wrong. It's pretentious to imply that those of us who feel this way are naive, misinformed, or "homophobic."

Certainly, we do need to be compassionate and supportive of students who are struggling with their sexual identity and other difficult issues. As teachers and parents, however, we know that we can support them without always condoning their ideas and actions. Let's find ways to meet our students' needs without inadvertently promoting homosexuality in our schools.

Kevin Olson
Amery, Wisconsin

Bread and Roses

Talk about weeding out teachers! (Letters, March) Let's get rid of the overtimers, especially those who are so proud of being "dedicated" that they undermine the profession by working for free and bragging about it.

There is no honor in giving it away. Teachers whose self-esteem is too low to let them ask for better working conditions and salaries should at least can the pious rhetoric and let the "whiners" accurately describe the job as they did in "Tired of Being Tired" (Cover story, November).

Sure, teachers work long hours, but the point of the article is that they would be better teachers if they didn't have to. Teachers should not content themselves with being praised instead of raised.

May Smith
Gainesville, Georgia

Reason to Whine

Teachers wouldn't "whine" about the long hours for low pay (Letters, March) if legislators didn't justify paying teachers less than other professionals by suggesting we only work a seven-hour day and a nine-month year. There is never any recognition of the summers spent earning required credits to maintain certification or the evenings and weekends spent in the classroom trying to do the best job possible.

People who work in air conditioned buildings, with overtime pay, automatic cost of living increases, retirement plans paid entirely by their employers, adequate supplies and private offices with secretaries, haven't the slightest idea how much dedication most teachers must have in order to stay in the profession. Perhaps some of the complaining should be done in a more public place than in our own in-house newspaper.

Neysa Picklum
Cedar Falls, Iowa

Forgotten Arts

As an NEA member, I too am concerned about respect for the teaching profession ("What Teachers Should Know and Be Able To Do," March). I'm not sure, voluntary certification is going to give us the respect, but as long it's coming, what about those disciplines that were left out of the certification categories?

Art and music were included, but theater is as integral to a well-rounded curriculum as the other fine arts. Theater, like the other arts, isn't an extra. Theater is fundamental—necesssary if a civilized society is to be maintained. Drama is the original, performance-based, portfolio evaluated, hands-on cooperative learning. There are no excuses in theater, only results.

If proof of professionalism is coming in the form of national certification, theater should be included.

Bonnie Friedmann
Crestline, California

Kids Speak Out

When we read "Could It Be Time To Bring Back Orphanages" (Debate, February) we saw it as a great addition to a unit we were doing on the homeless and displaced people in the world. The students we teach are residents in a juvenile detention facility and have much experience being away from traditional home settings.

The students were asked to respond to the question: Would you be willing to live in an orphanage? We are enclosing a number of their responses.

Nancy Echard, Elizabeth Trimbath
Westmoreland County, Pennsylvania

Response #1: I would want to live in an orphanage. Not having a place to go is one of the worst feelings. I spent many nights not knowing where I could stay, with weather not permitting to stay outside.

Knowing that you are all alone is terrible. You miss even being around people you don't know after a while. So to me, it's not even a matter if I know anyone or not. It is just that I would know someone was there.

Raymond, age 17

Response #2: I would want to live in an orphanage. I would not want to live on the street. I would like to live where I could take a bath and change my clothes. I know that I would not be loved, but I would be clean and have food to eat. I would be able to go to school and be something in life. This means that I would not have to live on the streets all my life.

Jerico, age 16

Response #3: I would want to live in an orphanage. First of all, I have nowhere else to go. The people who have decided to care for me at this orphanage are willing to help me through my hard times. They are at least willing to make an effort on my behalf. So, I am willing to try it out.

There are so many children out there who are in desperate need of shelter and care. There is now a chance of orphanages being developed, and some people want to just pass it up and wait for something better to come along. Well, there isn't time!

Melissa, age 16

Response #4: I wouldn't want to live in an orphanage. I think foster homes provide a more realistic family environment. The children in foster care are more likely to find love and support from the family that has accepted them into their home. They are provided a medical card, so their needs are accommodated. And, a real home (foster care) means that they can live as normal children on the block.

Rachel, age 18

Unhealthy Idea

I read with astonishment "Fast Food Feasts For Perfect Attendance" (Idea Exchange, March). Perfect attendance is a subject that has just come up at our school. Teachers were discussing year-end awards, and we came to the conclusion that many children will come to school sick just to have perfect attendance. This puts undue stress on every child and endangers the health of the school community.

Awarding the children with fast food is also another unhealthy suggestion. We should be teaching our children to eat more healthful food such as fruits, vegetables, and whole grains as suggested by the new nutrition guidelines.

A better award might be a gift certificate to a fabulous book store or maybe a wonderful book of their choice, music or art lessons, etc. There are certainly healthier ways to encourage school attendance without endangering our children's health.

Janet Romano
Atco, New Jersey

Debate

Should There Be Limits on the Content of Student Newspapers?

YES

Erica Watercutter

Jane Speidel teaches English and journalism at Lake Howell High School in Winter Park, Florida. She's faculty adviser for the student newspaper and yearbook. A 16-year NEA member, Speidel serves on her school's building committee and school improvement team.

NO

Nick Ferentinos teaches English and journalism at Homestead High School in Cupertino, California, where he advises The Epitaph. *A 28-year teacher, he is president of the Columbia Scholastic Press Advisers Association and a member of the Student Press Law Center board of directors.*

Right or wrong, all student newspaper advisers deal with the realities of the 1988 *Hazelwood* decision (see box below). Five years after the fact, I don't doubt that those realities have had a chilling effect on my colleagues.

Some have marshalled their efforts at the state level to counter *Hazelwood* with new laws. They are to be applauded for their tireless pursuit.

Others, however, continue to battle and challenge local school authorities in line-to-line, photo-by-photo confrontations that only erode the overall objectives of the publications.

For me, the issue comes down to priorities. I'm interested in working positively with my school board and principal and making sure they understand the standards a quality student newspaper must meet. I'm interested in creating a positive educational opportunity for students.

I'm not interested in a monthly exercise of power where all parties lose.

Any responsible press sets limits and establishes policies for its publications. These limits ensure protection and fair treatment for both readers and journalists.

Here, in Seminole County, Florida, and on our high school campus, we work in a slightly regulated atmosphere. The principal exercises limited prior review.

As a publications adviser, I'm comfortable with some of these limitations. They keep me from having to waste time on semantic or political battles in my school district and community. Instead, I'm able to devote time to encouraging comprehensive, quality reporting.

A few of the limits we work under:

► Our school board mandates that all student newspaper polls and surveys be reviewed by the principal before publication. In five years, none has been rejected.

► Our newspaper's editorial board establishes its own advertising policy each year. Over the years, the policy has grown more and more conservative and restrictive. This is perhaps because the students have grown more conservative.

The students who wrote this year's policy said they didn't want to be pawns in community battles—on pro-life issues, the religious symbol controversy, or hate group promotion. The student editors say their job is to publish quality news, not spend time and energy battling for or against ads on social issues.

I stand by their decision. The policy establishes limits to advertising, yet hasn't hurt the budget or compromised editorial standards. This is a limit we live with comfortably.

► Our school board restricts discussion of birth control and abortion in student newspapers by requiring prior review of any such discussion. The policy advises that "customs and traditions of the community" must be recognized, the principal must be aware of the assignment, and both sides of any controversial issue must be presented.

Many feel that this standard restricts the press from a lively exchange of ideas. Others say it conflicts with students' rights to express their opinions.

A more careful reading shows that limits on the student press, responsibly applied, protect students from irrational attacks from any direction and ensure a lively, balanced exchange of ideas.

I'm intent on helping my students produce quality work. When we publish fair and complete news, practice solid journalism, and produce excellent publications, our schools look good. We're able to do our jobs with pride, and we create a situation where all parties win.

Limitations on the student press have not spelled the end of quality student publications. We have not abandoned truth and solid standards because of the *Hazelwood* decision.

Let us now form partnerships with our leaders to reach the mutual goal of student growth and a lively press.

The Key Court Decision

Five years ago, in its decision on *Hazelwood School District v. Kulmeier*, the Supreme Court ruled that school officials have the authority to exercise "editorial control" over "school-sponsored publications" so long as their actions are "reasonably related to legitimate pedagogical concerns." School officials have the right, the Court ruled, to censor articles "on potentially sensitive topics" if—in their judgment—the topics are "unsuitable for immature audiences" or are too controversial.

By limiting students' rights to speak for themselves, we're sending them a terrible message: Keep your ideas to yourselves. What you have to say is irrelevant (irreverent, controversial, disagreeable, inappropriate...). We adults will determine what you say in your publications.

It's now five years since the Supreme Court's sweeping 1988 *Hazelwood* ruling stripped students of free speech rights.

Dissenting, Justice William Brennan noted that school officials could now use the student newspaper "to teach students that the press ought never report bad news, express unpopular views or print a thought that might upset its sponsors."

Today the *Hazelwood* ruling is the law of the land—or almost all the land. Five states—California, Colorado, Iowa, Kansas, and Massachusetts—have granted students free speech by law.

The efficacy of that law came home to my own students within hours of the *Hazelwood* ruling. Their newspaper was the first to face censorship under the decision. Claiming new powers, the principal prohibited the paper from running an AIDS story the staff were preparing.

But the editors learned theirs was the only state (at the time) in which the ruling didn't apply. The newspaper's editorial board voted unanimously to defy the principal, citing their protection under the California Education Code. The principal lifted his ban before the story appeared.

Too many stories don't end so well for free speech rights. The Student Press Law Center in Washington, which provides free legal advice to the high school and college press, has seen calls for help jump 137 percent in five years.

In 1988, the SPLC received 548 calls for legal assistance. In each of the last two years, it's received nearly 1,400.

Censorship is rising even in states that give students special protection. Often, it's arbitrary and self-serving:

► The principal at an Alaska junior high school censored an editorial complaining that teachers smoking behind the music room made it difficult for the orchestra members to practice. He told the adviser the story would be embarrassing.

► School officials at a middle school in Illinois refused to allow students to print a story about the arrest of the school superintendent on drunk driving charges.

► In Florida, school officials stopped distribution of a student newspaper that included an account of the fatal on-campus shooting of an assistant principal.

Looking ahead, I worry about the long-term effects of such censorship on future students. Will they even try to tackle important issues?

What happens when the current generation of advisers is replaced by those who see nothing wrong in showing copy to administrators? If tomorrow's journalists have learned to keep their ideas to themselves and never question authority, what kind of reporters will they be?

The limiting of the student press is especially disturbing because so many have supported a move so contrary to American values without realizing its implications. Maybe they're afraid to learn what young people really think. Maybe they think them so irresponsible and out of control that adults can influence them only by imposing their will.

I believe we must, rather, teach students well and then trust them. After they've learned to produce the best, most ethical publications they can, we must not try to control them.

Every teacher knows that young people will rise to the level of our expectations. If we tell them their voices don't count for much and they should avoid controversy, we lose any credibility we have.

Can we teach about free speech in the classroom but deny it in practice? We're better off listening to what our students have to say, however unsettling it may be.

A message about happy dreams from an NEA member.

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MATERIAL MODIFICATIONS TO YOUR NEA DUES-TAB SUMMARY PLAN DESCRIPTION

Effective September 1, 1992

This document describes the changes to your NEA Dues-Tab benefit which took effect September 1, 1992. The changes, in italics, show the names of the NEA Members Insurance Trust current Board of Trustees and the increase in certain of the Accidental Death and Accidental Dismemberment Insurance Benefits. There are no other material modifications. The additional information is provided here as a partial resource to you. **Please save this document with your NEA Dues-Tab Summary Plan Description. If you do not have a Summary Plan Description and are in an eligible class of NEA membership (see below), please call the NEA Member Services Center at (800) 637-4636 and request a new Summary Plan description.**

The Summary Plan Description is issued under the Employee Retirement Income Security Act of 1974 (ERISA). You have certain rights under ERISA which are described in the Summary Annual Report found elsewhere in this issue of NEA Today.

Eligible Classes of NEA Membership

All Active, Staff, Reserve, and Life members who are actively employed in the field of education and are members in good standing with their state associations are eligible for Dues-Tab. Life members must be actively employed in the field of education to qualify for Dues-Tab benefits. Life members will be deemed to have paid the same dues as Active members for determining their Dues-Tab benefits.

Retiring Members:
Coverage under the Dues-Tab program will terminate when eligible members retire. Retiring NEA members who were eligible for the Dues-Tab program will have the right to purchase group term life insurance through the NEA Members Insurance Trust. The term life insurance will be available on a guaranteed-issue basis and will be equal in amount to the retiring member's accumulated Dues-Tab death benefit, rounded up to the next $1,000. Details on this availability can be found in the full Summary Plan Description or by calling toll-free (800) 637-4636.

Benefit Funding and Administration

Dues-Tab is provided through the NEA Members Insurance Trust (Employer Identification Number 52-1126682), and is underwritten by the Prudential Insurance Company of America (Prudential). The Dues-Tab Plan Administrator is NEA Member Benefits.

All assets of the Plan, including all insurance policies and reserves, are in a separate, tax-exempt trust. A panel of independent trustees is responsible for the financial management of all such assets. The members of the current Board of Trustees are Marilyn Monahan (chairperson), Robert H. Channin, Lilia Eskelsen, and James Thrasher. The Trustees may be contacted c/o NEA, 1201 16th Street, NW, Washington, DC 20036.

Prudential certifies that insurance is provided according to Group Policy Number G-37000.

Continued on Reverse

The terms that affect the insurance are summarized in the full Summary Plan Description and the amendments in this document. Obtain a full Summary Plan Description from the toll-free number indicated above. The modifications illustrated here replace any other, earlier description you may have of the Dues-Tab Term Life and Accidental Death and Dismemberment Insurance Benefits.

The NEA Members Insurance Trust expects to continue to provide the program for eligible NEA members but reserves the right to modify or terminate it at any time.

Benefits
A benefit is payable in the event of the death or dismemberment of an eligible member. The benefit is determined by (1) the amount of NEA dues an eligible member has paid to the NEA, (2) the number of years the eligible member has held continuous membership in the NEA, and (3) the cause of death or dismemberment.

Term Life Insurance Benefit. If death is due to natural causes, the benefit payable is an amount equal to the amount of NEA dues the eligible member paid to the NEA for a period of continuous membership, commencing not earlier than in membership year 1981-82, up to a maximum benefit of $1,000.

Accidental Death Insurance Benefit. If death is caused by an accident or assault, the benefit payable is an amount equal to five times the amount of NEA dues the eligible member paid to the NEA for a period of continuous membership, commencing not earlier than in membership year 1981-82, up to a maximum benefit of $5,000.

If death is caused by an accident or assault which occurs while the eligible member is engaged in any activity which is in the express or implied terms of an eligible member's occupation or occurs while the eligible member is acting in the capacity of an Association leader, the benefit payable is $50,000 instead of the benefit stated above.

Accidental Dismemberment Insurance Benefit. In the event of dismemberment caused by an accident or assault, the benefit payable is an amount equal to five times the amount of NEA dues the eligible member paid to the NEA for a period of continuous membership, commencing not earlier than in membership year 1981-82, up to a maximum benefit of $5,000 per occurrence.

In the event of dismemberment caused by an accident or assault which results from an eligible member's occupation or occurs while the eligible member is acting in the capacity of an Association leader, the benefit payable is $50,000 per occurrence instead of the benefit stated above.

Beneficiaries
You have the right to choose a beneficiary. To choose or confirm your beneficiary, call NEA Member Service Center toll-free at (800) 637-4636. The full Summary Plan Description describes the provisions of beneficiary designation and payment of benefits to beneficiaries.

Claims
Claim forms are available from local associations, state associations, Prudential's NEA Insurance Operations and NEA Member Benefits. The NEA claims office can be reached by calling toll-free at (800) 637-4636.

NEA MEMBERS INSURANCE TRUST PLAN
1991 SUMMARY ANNUAL REPORT
(Trust Plan Year Beginning September 1, 1991)

The following is the summary annual report for the NEA Members Insurance Trust Plan including information for the Dues-Tab, NEA Life, and NEA Accidental Death & Dismemberment Life Insurance Programs, Employer Identification Number 52-1126682, for period beginning September 1, 1991, and ending August 31, 1992. The annual report has been filed with the Internal Revenue Service, as required under the Employee Retirement Income Security Act of 1974 (ERISA).

BASIC NEA MEMBERS INSURANCE TRUST FINANCIAL INFORMATION

The value of Trust assets, after subtracting liabilities of the Trust was $67,407,621 as of August 31, 1992, compared to $65,157,801 as of September 1, 1991. During the Trust year the Trust experienced an increase in its net assets of $2,249,820. This increase includes unrealized appreciation and depreciation in the value of Trust assets; that is, the difference between the value of the Trust assets at the end of the year and the value of the assets at the beginning of the year or the cost of assets acquired during the year. During the Trust year, the Trust had total income of $44,749,028 including participant contributions of $36,301,326, realized gains of $2,049,146 from the sale of assets, and earnings from investments of $6,243,613.

Trust expenses were $42,344,265. These expenses included benefits paid to participants and beneficiaries, administrative and other expenses.

INFORMATION FOR NEA LIFE INSURANCE PROGRAM

The Trust has a contract with The Prudential Insurance Company of America to pay all Life Insurance claims incurred under the terms of this program. The total contributions for the Trust plan year beginning September 1, 1991 and ending August 31, 1992 were $23,782,644.

Because it is a so called "experienced rated" contract, the premium costs are affected by, among other things, the number and size of claims. Of the total contributions made for the Trust year ending August 31, 1992, the contributions made under such "experienced-rated" contract were $23,782,644 and the total of all benefit claims paid under the contract during the Trust year was $20,940,235.

INFORMATION FOR NEA ACCIDENTAL DEATH & DISMEMBERMENT PROGRAM

The Trust has a contract with The Prudential Insurance Company of America to pay all AD&D claims incurred under the terms of the Trust. The total contributions for the Trust year beginning September 1, 1991 and ending August 31, 1992 were **$1,650,492.**

Because it is a so called "experienced rated" contract, the premium costs are affected by, among other things, the number and size of claims. Of the total contributions made for the Trust year ending August 31, 1992, the contributions made under such "experienced-rated" contract was **$1,650,492** and the total of all benefit claims paid under the contract during the Trust year was **$1,629,850.**

INFORMATION FOR DUES TAB PROGRAM

The Trust has a contract with The Prudential Insurance Company of America to pay all Dues-Tab claims incurred under the terms of the Trust. The total contributions for the Trust year beginning September 1, 1991 and ending August 31, 1992 were **$1,951,943**.

Of the total contributions made for the Trust year ending August 31, 1992, the contributions made were **$1,951,943** and the total of all benefit claims paid under the contract during the Trust year was **$1,668,620.** Benefits charged, less benefit claims paid, were **$141,446** which is comprised of incurred but unreported claims and a pooled claim charge. Trust expenses, less benefit claims paid, were **$41,772** in premium taxes and **$100,105** in other expenses.

The Dues-Tab program is self-supporting and paid by premiums from the NEA Members Insurance Trust funds rather than from Member contributions.

Additional Information

You have the right to receive a copy of the full annual report, or any part thereof for a reasonable charge or you may inspect the Annual Report without charge at the office of NEA Members Insurance Trust, c/o NEA Member Benefits, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 or at the U.S. Department of Labor in Washington, D.C. You also have the right to receive from the Trust Administrator, on request and at no charge, a statement of the assets and liabilities of the Trust and accompanying notes, or a statement of income and expenses of the Trust and accompanying notes, or both. The Administrator will state the charge of the specific document you request so you can find out the cost before ordering.